

School and Community

Vol. XIX

OCTOBER, 1933.

No. 7

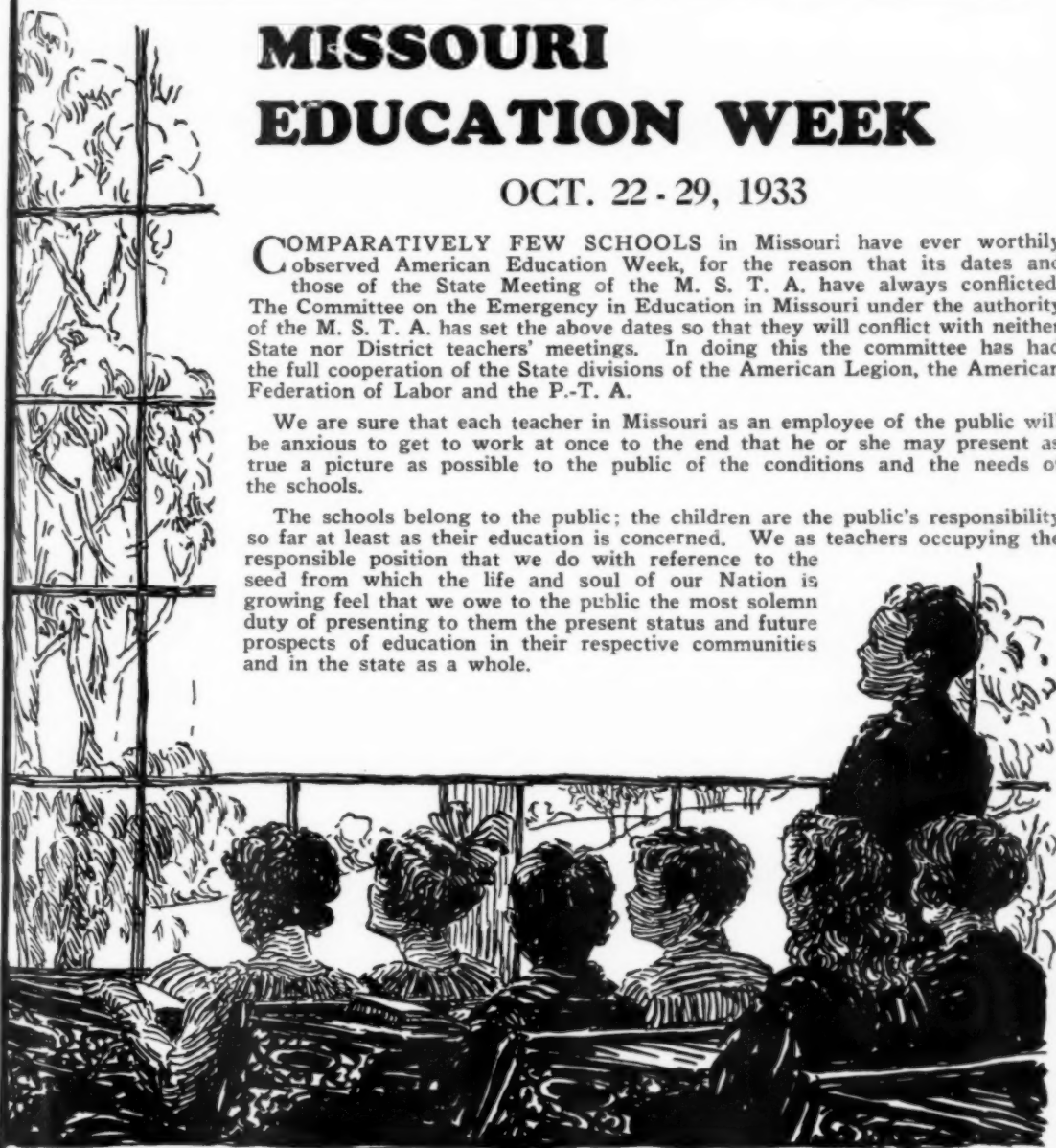
MISSOURI EDUCATION WEEK

OCT. 22 - 29, 1933

COMPARATIVELY FEW SCHOOLS in Missouri have ever worthily observed American Education Week, for the reason that its dates and those of the State Meeting of the M. S. T. A. have always conflicted. The Committee on the Emergency in Education in Missouri under the authority of the M. S. T. A. has set the above dates so that they will conflict with neither State nor District teachers' meetings. In doing this the committee has had the full cooperation of the State divisions of the American Legion, the American Federation of Labor and the P.-T. A.

We are sure that each teacher in Missouri as an employee of the public will be anxious to get to work at once to the end that he or she may present as true a picture as possible to the public of the conditions and the needs of the schools.

The schools belong to the public; the children are the public's responsibility so far at least as their education is concerned. We as teachers occupying the responsible position that we do with reference to the seed from which the life and soul of our Nation is growing feel that we owe to the public the most solemn duty of presenting to them the present status and future prospects of education in their respective communities and in the state as a whole.



SCHOOL AND COMMUNITY

Official Organ of the Missouri State Teachers' Association

THOS. J. WALKER, Editor

E. M. CARTER, Bus. Mgr.

Vol. XIX

OCTOBER, 1933.

No. 7

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Next Meeting, St. Louis, November 9-11, 1933.

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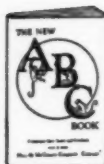


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GET THE MESSAGE TO THE PEOPLE

THESE ARE TIMES that try men's souls—and reveal of what stuff they are made. Schools are at the crossroads. The next few weeks may determine whether they turn to the right in the way that leads to a development that means a higher destiny for our Nation or to the left which means decadence into a lower and lower type of citizenship.

Missouri Education Week is set frankly for the purpose of informing the people of the gravity of the situation and letting them decide which road they want their schools to take.

Much of the material in this issue is intended to be used by the teacher thru whatever medium he may choose for the purpose of informing the laymen of the situation.

The week opens on Sunday, October 22. Preachers are usually alive to such social problems as the school situation presents. Ask your preacher to preach a sermon on education.

Suggest material that may help him; he will appreciate it.

The local newspaper will be glad to reprint a thoughtful article or print an original one which you or some of your friends may write.

School programs, community meetings, P. T. A. meetings, meetings of civic clubs are appropriate places for the reading of such articles as "Why An Emergency in Education," "A Crisis that Calls for Additional Revenue for Schools," "Education and Wealth" or several other articles in this and in the September number of School and Community.

Your own ingenuity will suggest other ways of giving publicity to appropriate material and facts. Your county superintendent and county chairman will help if called upon.

Let the people know the local need and the State's obligation to it.

Action in the interest of children is imperative now.

Note—As we go to press we note that Governor Park in calling the Special Session of the Legislature did not mention schools or their needs. To many this will be discouraging and disappointing. However, leaders in legislative matters throughout the State have assured the Emergency Committee that of any and all revenue raised, the schools will have their legal one-third. With this fact in mind, we should go forward in the faith that education will benefit in proportion to its need. The schools are implicitly in the program.

THE TEACHER'S OBLIGATION IN THIS EDUCATIONAL CRISIS

THE ENTERING of a profession carries with it peculiar obligations. We may assume that one who takes it upon himself to become a physician, a lawyer, a minister or a teacher has already and finally made up his mind that the particular profession he enters has a definite and important service to render to humanity. He has also, by the choosing of his profession, announced implicitly to the world that he believes his profession to be the field in which he can with his opportunity and his ability best serve humanity.

The assumption of humanity's need and of his ability to serve carry to the teacher the obligation to develop in the public mind a sustained sense of the worth of his services and the services of his profession. It is plainly evident that the teacher has not done his *full* duty to society when he teaches his subject and his pupils well. However important and foundational classroom work may be, there is the remaining obligation to see to it that the public be aware of its importance.

At present, it appears that a considerable portion of the vocal public at least has forgotten the fundamental character and supreme importance of education. Terms of schools have been shortened, classes have been enlarged beyond the point where efficient teaching is possible, subjects vital to the welfare of society have been dropped, and needed equipment has not been supplied.

Why? Superficially, the answer of course is the depression, hard times, scarcity of money. But that is only

superficial. Is not the real answer this?

People believe in their schools less than we had thought. They know less of the basic function of education than we had supposed they knew. They think beer is better than books; that roads which lead to places are more important than education which leads to a greater destiny. People, because they do not know comparative values, are sacrificing the greater good for the lesser.

Money for roads has increased and a new supply of cash has been found for beer. (More than \$2,500,000 spent during August in Missouri.) Yet schools have been curtailed by the very people who have been educated in them.

In view of these facts is it too much to say that teachers have taken their obligations too lightly, at least so far as the public is concerned?

Have our students learned from us during the past 20 years that general education is as necessary in a democracy as air is in a living room? Have they been taught that ignorance and freedom cannot exist side by side? Have they been made to realize that people pay taxes in inverse ratio to their education? Have they been made to see the peon of Mexico, the peasant of Russia, the negro of the South, and the illiterate everywhere wearing out his body and killing his very soul as a tax levied by stupidity and collected under the lash of necessity? Have our students been taught that machines for making better things *with* which to live do not give us automatically better ideals *for* which to live?

Do they know that modern man cannot profitably spend all his time in the production of food and fabrics, tools and thing-em-bobs? That the period of learning in school must be extended, and that life cannot be entirely consumed in the making, handling, or accumulating material goods? Do people know that they must be prepared to enjoy, and to contribute to the world's enjoyment of music, art, nature, literature, sport, religion, and life in a broader, richer sense than ever before?

When these things are known by the general public, then and not until then will the public demand better schools, better teachers, better equipment and all to the end that the lives of all may be participants in and con-

tributors to the life more abundant.

This issue of *School & Community* is an effort to call the teachers attention to some of the ways in which each teacher can contribute to a general understanding of what the schools are and what they should be.

It is based on the belief that teachers have an immediate obligation to the public whose children they teach and to the nation whose destiny they mold for weal or for woe. And that the obligation extends beyond the efficient teaching of subject matter to pupils and includes impressing, upon pupils and public the value, the importance, the fundamental necessity, and the vital significance of schools to the life of the individual, the community, and the nation.

MISSOURI SCHOOLS FACE A CRISIS

TO SAY that education in Missouri faces a crisis is to say more than that. It is to say that character faces a crisis; that ability faces a crisis; that economics face a crisis; that the right to life, liberty and happiness faces a crisis; for all of these cherished ideals and rights are surely and inescapably bound up with education. Decrease education and character takes a slump: Charles Gates discovered that five times as many children in the *delinquent* schools read cheap, obscene, lecherous literature as did those in regular schools. Lessen educational opportunity and ability is correspondingly decreased. More than 85% of those listed in "Who's Who in America" are college graduates. Reduce school offerings and wealth suffers a proportionate reduction; a comparison of the wealth of

nations convinces one that wealth is directly proportionate to education regardless of other factors; look at Denmark and Russia, Switzerland and Spain, Japan and China, Mexico and the United States. Strike at the roots of public education, and we cut the veins that maintain life, that feed freedom and that nourish happiness.

Recent studies show that the life span is greater in the United States among the educated, and it is common knowledge that nations with the best schools have also the longest life expectancy. Health has come to be one of the schools seven goals. Freedom is always coupled with knowledge. "Know the truth and the truth will make you free" is axiomatic in every realm of life. Happiness is often attributed to ignorance, but thoughtful reflection discards this

thought, for health, economic security, freedom, and usefulness are concepts that we all tie to an ideal of happy existence.

If the need for education were felt as is the need for food, if the lack of education pinched us immediately as

does the lack of "vittels," if we realized completely what it means to our lives individually and nationally, we would no more deny ourselves or permit others to deny themselves of its sustaining power than we would starve for physical food or allow others to do so.

Why?

WHY are we the people permitting education to languish?

Do we believe with Washington that—"Education is an object of primary importance" and that "In proportion as the structure of government gives force to public opinion, it is essential that public opinion be enlightened."

Do we believe with Adams that—"The whole people must take upon themselves the education of the whole people, and must be willing to bear the expense of it."

Do we believe with Madison that—"A popular government without popular information or a means of acquiring it, is a prolog to a farce or a tragedy, or perhaps both."

Do we believe with Thomas Jefferson that—"Above all things the education of the common people must be attended to."

Do we believe with Hoover that—"If we are to have an advancing civilization, if we are to have a united social state, if we are to have equality of opportunity, we must have universal education. We may delay other problems, but we cannot delay the day-by-day care and instruction of our children."

Do we believe with President Roosevelt that—"Schools are the state's most valuable asset."

Do we know—

That as schools decrease, crime and poverty increase, and that it costs about four times as much to keep a prisoner in jail or a pauper in the poorhouse as to keep a child in school?

Do we know—

That child-labor under the New Deal is prohibited, and that without schools thousands of children will be idle; a curse to themselves and society?

Do we know—

That the working hours of the laborer are shortened and his days of labor reduced thus creating an added obligation on the schools of education for leisure time?

Do we know—

That it takes more education to live effectively in an age of machines, power, and speed than was required in the civilization of one hundred years ago?

Do we know—

That schools today have been forced to take over much of the time and training of the child that was formerly given him in the home, on the farm or in the home industry?

Do we know that—

Because of the new changed and increased requirements of life's necessary activities that a twelve year course in school education prepares

a child no better for his life's work than did a much shorter time a hundred years ago prepare for life's work then?

Do we know that—

The family, the community, the state or the nation which takes the best care of its children today will be

the family, the community, the state and the nation which will find itself in the happiest condition tomorrow?

Do we know that—

The greatest of all teachers said, "It were better that a mill-stone be tied about your neck and that you be cast into the sea than that you should offend childhood?"

DECLARATION OF FAITH

OUR SCHOOLS are facing serious problems. The cultural subjects, especially, are being attacked. There is urgent need for a declaration of faith that the arts are not optional luxuries for the few, but are essential for the complete living of the many.

¶ Music and the allied arts give cheer and comfort and richness to life. They bring beauty to our materialistic civilization. Beauty contributes to the morale and stability of a nation. Social unrest gains its readiest recruits among men who have not found beauty and joy in their work and in their environment.

¶ Our fathers faced a simpler world than ours, with relatively simpler needs. Modern inventions are shortening the working week and greatly increasing the hours of leisure. But in making this advance we have also incurred some penalties. Science and the machine have added so much to living that we may have rated them above human values. Life tends to be overmechanized. Education today must concern itself with physical and mental health and with emotional, social, and spiritual responses as well as with reasoning powers.

¶ The responsibility of the present generation for the education of those that are to follow should not be shifted to the future. Youth must be served while it is youth. If we fail in our duty to the boys and girls of today, it cannot be made up to them in after years when prosperity returns and public funds are more easily available. We have no right to unload upon the youth of today the burden of our adversity.

¶ We, therefore, declare our faith in the arts. Curtailments in educational budgets must not be permitted to affect vitally the cultural subjects, especially music. Avocations as well as vocations must be provided for the sake of the present times and for the days of larger leisure which lie ahead.

The foregoing statement was adopted at a meeting of official delegates appointed by fifty-seven national organizations (representing a total membership of over five million American citizens), held at Chicago July 4, 1933, in connection with the convention of the National Education Association. The statement, which is issued as the authorized expression of the meeting, was prepared by the following sub-committee, representing the organizations named: Mrs. Charles E. Roe—National Congress of Parents and Teachers; Russell Cook—American Legion; J. E. Rogers—National Recreation Association; Ruth Haller Ottaway—National Council of Women of the United States; Ada Rieking (proxy)—National Federation of Music Clubs; Laura Bryant—Eastern Music Supervisors Conference; Frances E. Clark—Music Supervisors National Conference; Will Earhart—Pennsylvania Education Association; John W. Beattie—Council of Past Presidents, M. S. N. C.; Karl W. Gehrke—Music Teachers National Association; Peter W. Dykema (Chairman)—Music Education Research Council, M. S. N. C.; Osbourne McConathy (ex-officio).

WHY AN EMERGENCY IN EDUCATION?

By Wm. F. Knox, Chairman, Chairman of Com. on Emergency in Ed.

EDUCATION in Missouri is facing a real emergency. The majority of our citizens are not conscious of the seriousness of the situation. The gravity of the situation is not fully comprehended. As Chairman of the State Committee on Emergency in Education of the Missouri State Teachers Association, I have given much of my time since early in July to the cause of making Missouri conscious of the alarming conditions confronting education this year—here and now. From first hand contacts I know that the efficiency of Missouri's schools is threatened this year, and unless relief is swift and sure their very existence is challenged.

It is not an easy matter to get detailed information regarding the financial status of more than nine thousand school districts. Patient work on the part of the Fact-Finding Committee of our State Teachers Association secured returns from almost half of the county school superintendents of the state and from slightly more than half of the high school districts.

Rural School Facts.

By September 1st, our Fact-Finding Committee had secured returns from 53 county superintendents representing all sections of the state. These 53 counties represented 3440 rural school districts. In 865 rural districts the teachers were not paid in full for the last school year. One district in every four could not pay out. The collection of delinquent taxes in June brought in enough money for some districts to discharge their obligations to their teachers of last year, but on September 1st this year, 764 rural schools in the counties covered by this partial report were still in debt for the teaching services rendered last year. This condition is not confined to any particular section of the state. In fact, only ten of the 53 county reports received indicated that all teachers were paid in full on time. Only two more were given a clean slate when the June collection of taxes was turned over to the county treasurers. The report of one county indicates that not a single teacher in that county was paid in

full prior to September 1st. In many cases the delinquency in payment amounts to as much as four months.

The typical rural school has little opportunity to incur indebtedness for anything other than teacher's salaries. These schools are accustomed to operating on a cash basis. If money is not available, incidental expenditures are not made. It is a matter of common knowledge that school property in Missouri is deteriorating for lack of money to make needed repairs. School supply houses report the almost complete disappearance of rural school purchases of maps, charts, globes, and incidental instructional supplies. Publishing houses have reduced their field forces to the vanishing point because textbooks are not being replaced and kept up to date. One county superintendent reported that the rural schools of his county in 1929 spent more than \$63,000 for incidental purposes, while in the year that has just closed the incidental expenditures were only \$29,000. To one acquainted with schools, this means that in 1929 the school boards of his county had money for fuel and janitor service and enough to buy new and modern textbooks, to add to the school library, to buy charts and maps and globes to make the instruction of the schools richer and more meaningful, to keep up the insurance on the school buildings and to make the needed repairs and improvements. But in 1932-33 they had only enough money to heat the buildings and to buy a limited amount of indispensable instructional aids. The rest of the schools' needs were postponed.

Outlook for Future Even Worse.

The picture of the year that has just closed is dismal, but the outlook for 1933-34 is more disheartening. State Superintendent Chas. A. Lee, upon a careful survey of the situation, estimates that more than 3000 rural schools will have less than \$280 from all sources with which they must attempt the impossible task of conducting an adequate school for eight months. The poorer districts will have less than \$200.

High School Situation.

The Fact-Finding Committee has reports from 504 high school districts, or 56 per cent of the total number of high school districts in the state. Every county, except one, is represented. These reports show that 2315 teachers in 204 different high school districts failed to receive their full salaries last year. In other words two high school districts out of every five reporting ran out of money last year. The average delinquency in salary payments is two months. In numerous instances the term was shortened but still funds were not available for full payment for the reduced term. In other communities the teachers taught the full term regardless of payment. I know of one school where only one warrant was received for nine months of teaching. In this particular community teachers were extended credit for the full year's board and room, thus passing the distress of the schools on to the keepers of boarding houses and from them back to the merchants of the community.

The 204 districts that were unable to pay their teachers in full were not all small districts. While some districts had as few as two teachers, one had as many as 117 teachers. The average number per school was eleven. Nor were these 204 districts concentrated in any one part of the state. On the contrary, they were distributed among 89 of the 114 counties. It is entirely possible that failure to pay teacher's salaries in full is even more widespread than the report of the committee indicates, since 44% of the high school districts had not reported to the committee on September 1st.

Another study made earlier in the summer from 132 high school districts located in 100 counties revealed that 78 were unable to pay all expenses for a nine months' term. Of the 132 schools included in this study, 39 had operating deficits ranging from \$500 to \$3000; 29 had deficits ranging from \$3000 to \$8000; 8 had deficits ranging from \$8000 to \$13,000; 2 districts had deficits in excess of \$25,000. The median deficit was \$3000.

High school districts must of necessity buy more items incidental to instruction than rural school districts, but the stress of a depleted school fund has forced de-

nials of even the most essential of equipment for high school work.

Depletion of State School Funds.

The prospect for this year is even darker. Rural and high school districts alike face decidedly reduced budgets. This condition arises through the operation of three factors involving the sources of school funds. The first and most obvious one is the depletion of the state school fund. Current economic conditions have reduced the funds of the state until this year, unless special attention is given to new sources of revenue, the total amount of money available for distribution to the schools will be less than any time since 1919. For the fiscal year ending June 30, 1930, the receipts in the public school moneys fund totaled \$5,374,244. This declined almost a million dollars for the year ending June 30, 1931, leaving \$4,387,335. Another decrease of more than a million dollars for the year ending June 30, 1932 lowered the sum to \$3,687,905. An additional \$600,000 slump for the last fiscal year left only \$3,062,881. In other words the state school fund for this year is \$2,311,313 less than it was just three short years ago. This means that for the coming year the schools will receive 57 cents of State aid for each dollar they received during the school year of 1930-31.

Under the school law of 1931, no prior claims are permissible—all districts receive their pro rata share of the available funds. Last year the state was able to pay 45 per cent of the total claims of \$10,158,000 due. Lowered local assessed valuations have increased the quota due this year to \$11,600,000. On August 15th, the State Superintendent apportioned 15 2 per cent of the sums due. It is estimated that another ten per cent will be available for apportionment on March 15th.

Decrease in Assessed Valuation.

The second factor which is reducing school funds this year is the further decrease in the assessed valuation of real and personal property. The valuation of these two classes of property (and they constitute the bulk of the valuations upon which taxes are levied) reached the peak in 1929. Since then there has been a steady decline. For the entire state these two classes of property have had their valuation lessened 22.2 per cent with-

in the four year period. This fall some school districts in certain counties will have less than two-thirds of the local support they had in 1929. In no case will the decrease in assessed valuation be less than one-sixth. In my own community, the tax payers will pay \$30,000 less for the operation of their schools than they paid in 1929, even though we must care for 300 more students than we had then. We will have 18.7 per cent less money but 10.6 per cent more pupils. We recognize that real property should pay less—but until other sources of revenue are available, property values can not be lowered as they have been without the impairment of school service as well as the other essential governmental services.

Delinquent Taxes.

The third factor in the decrease of school revenue is the lengthened list of delinquent tax payers. It is true that the moratorium act of the last session of the General Assembly brought in a substantial sum of delinquent taxes in June, but there is still outstanding a huge sum of school taxes, estimated as high as \$15,000,000. Much of this will eventually come in, but a large share of it probably will never be collected.

Cumulative Effect Devastating.

School boards in rural and high school districts alike have made a gallant effort to get their budgets balanced. They have delayed needed repairs and improvements. They have postponed the purchase of needed equipment and instructional supplies. They have revised and pared their insurance programs. They have scrutinized every possible operating expenditure

with the sole idea of saving as much as possible for the salaries of teachers and other school employees who have always been poorly paid. But in normal times approximately 80% of the school budget goes to personal services. In the face of such drastic curtailment of school revenues, equally drastic salary cuts have been inevitable for all school employees. Reductions in salaries are universal. Cuts of 25% represent favorable conditions. Reductions of 40 to 50 per cent are plentiful, while slashes of 60 to 70 per cent are not uncommon. Terms have been shortened below the minimum necessary for satisfactory progress.

These procedures have been in order now for three or four years. Their cumulative effect has been devastating. We have long since passed the point where further economies will not entail impairment of school services. Instead we face school plants rapidly deteriorating through neglected maintenance imposed by poverty. We face out-worn and disreputable textbooks, or even books woefully out of date because funds for new books can not be found. We face classrooms devoid of helpful and essential instructional aids since new ones can not be purchased. We face the return of poorly trained teachers, for present levels of teachers compensation make professional growth impossible. We face, in short, the complete breakdown of our modern educational system, unless parents demand that the State recognize its valid obligation to educate all the children of all the people. The children are helpless—defenseless, but an aroused parenthood can save our schools!

HAVE YOU ELECTED DELEGATES TO REPRESENT YOU IN THE KANSAS CITY CONVENTION?

Remember that the business of your Association is transacted by the Representative Assembly of Delegates elected by the various community associations of the State.

Be sure that your delegates have been properly elected and certified to the State Secretary E. M. Carter, Columbia, Missouri.

November first is the dead-line. Your delegates must be elected before that date.

A CRISIS THAT CALLS FOR ADDITIONAL REVENUE FOR SCHOOLS

By L. E. Meador

THE PUBLIC SCHOOLS of Missouri are facing a crisis. The situation is so alarming, that immediate relief is necessary, in many places. Some schools have not opened this fall, many will open for a short time, while the more fortunate schools will operate for the usual term they will do so under conditions which will make it difficult to do effective work.

The schools were the first public institution to suffer from the blight of the depression. Three years ago strict economy became necessary to keep the schools going. All so-called "frills" were abandoned; the number of teachers reduced; salaries decreased; and new equipment eliminated. There can be no further economies of this sort. There can be no reduction of salaries for teachers who receive no pay.

The only economy that can be practiced now is one that deprives little children and the youth of Missouri of an opportunity to attend school. Such economy will not be tolerated by the intelligent citizens of this state, no matter what the cost, the schools are of such vital importance that they must operate.

The public school system—the effort to provide at public expense an educational opportunity for all the boys and girls of the State—is a distinctive American ideal. The maintenance of this ideal is essential to self-government, to freedom of religious worship, and to the attainment of a high standard of living. No matter what the financial costs may be the State cannot afford to have any of its schools closed.

An emergency exists in Missouri, and the people are rapidly becoming aware of the seriousness of the situation. During the recent session of the State legislature the Springfield Chamber of Commerce repeatedly called attention to the crisis confronting the schools of Southwest Missouri. For over a year the press in this part of the State has predicted that many schools must close unless the legislature provides new sources of income. Mass

meetings of citizens have requested a special session of the legislature to deal with this important problem. The people have a right to make such a request of their officials. Now that a special session of the legislature is called, all sections of the State should be willing to accept whatever sacrifice is necessary to keep educational opportunities open to all the boys and girls of this State.

The lack of income for the public schools is due to two main causes—the failure of the income tax during the depression and the inability to collect the general property tax. The result is a shortage of approximately \$8,000,000. To raise this amount is not a simple task for our law-makers. In fact, it may appear impossible to raise additional revenue in a state that cannot pay taxes already due.

Some will say the remedy consists not in additional taxes, but in eliminating the waste in other agencies of government and in a further reorganization of state and local government diverting the savings thus achieved to the public schools. That this should be done is highly desirable, but public support for such changes can not be secured in time to meet this emergency, and in most cases economies of this sort can be made only after constitutional changes involving much time and many delays.

This means that the problem is one of raising additional revenue. The plan most frequently suggested to accomplish this is through the enactment of a law providing for a general sales tax. This proposal will, of course, meet with many objections for there is no general agreement on the subject of taxation. Granting that the sales tax has some serious defects, it may be, in spite of these defects the only practical means for securing the necessary revenue.

The obvious objection to the sales tax is that it lays too much of the burden on the poor man. The great mass of the people spend their entire income for consumptive goods while the well-to-do class

spend only a part of its income, thus the sales tax takes a much larger percentage of the poor man's earnings than it does of the well-to-do. This is a sufficient objection to condemn the sales tax if it were the only tax levied, but if we consider this tax as a part of a tax system, this objection in a large measure disappears. Through the exemptions and graduation features of the income tax and of the inheritance tax the burden of these two taxes falls largely, if not entirely, on the well-to-do, while those of small incomes and of small estates escape. Likewise there is a large class of citizens who do not pay the general property tax except as it may be shifted to them. A general sales tax, therefore, would reach a class not directly burdened with these other forms of taxes and would open up a new source of revenue.

A second objection to the sales tax is that it tends to reduce the amount of goods bought and sold and thus would tend to hamper business. At any given time there is, for example, just so much purchasing power. The part of this purchasing power going to the Government as a tax reduces the amount going into goods. This is undoubtedly true for all those who must spend their entire income for consumptive goods, but it is not true for those who do not spend all their income. For this latter class the tax would mean a reduction in savings rather than in the amount of goods purchased. It must be admitted, however, that the sales tax, like any other particular tax, has its defects. But it seems that when we consider the tax as a part of a general tax system

that these defects become less objectionable, and too, these defects should be weighed with certain desirable features of the tax.

Before the World War the sales tax was universally condemned. But as a result of numerous emergencies arising during and since the war this form of taxation has been tried in many places, in practice it has worked much better than was anticipated. This is especially true in Canada. As a result of these numerous trials and experiments, many of the earlier faults of the tax may now be avoided.

In a depression the sales tax seems to supplement the property and income taxes in a way that overcomes some of the weaknesses of these older taxes. It brings in revenue immediately, and this is the feature which especially recommends it for the present emergency in Missouri. It is easy to collect and rather difficult to evade, and if the rate is low and the base wide, it will bring in considerable revenue without decreasing the amount of sales; and if exemptions are made for some of the necessities, it will not become a burden on the poor.

The sales tax is not here advocated as a permanent tax, neither is it the purpose to attempt to justify it as an equitable form of taxation. But with all its defects it seems to fit in to the emergency now existing in Missouri.

It should be clearly understood that the point at issue is the emergency facing the public schools. If the sales tax is not the best method of solving this problem, some better plan should be suggested. The legislature may find a better method.

MEMBERSHIP VITAL

EVERY TEACHER in Missouri, if only for one year, must know that membership in the State Teachers Association is vital for her as well as for the profession. To join the Association, to pay the fees, to receive the official school magazine, to feel one's self a part of that great group of select men and women, who give elementary preparation in all other professions—all this is vital. What could be more vital than to cooperate with other thousands of teachers in the development of good citizenship? What could be more stimulating than the royalty of membership in one's own association? One hundred percent membership! Let us not think of any teacher out of the Association!

—E. L. Hendricks.

EDUCATION AND WEALTH

Twenty-one years ago P. P. Claxton, then Commissioner of Education delivered an address before the State Convention of the M. S. T. A. The following is taken from this address. Its ringing note of truth is as appropriate today as it was then. It should be now made available to every citizen of Missouri capable of thinking and acting for the common good.

IF YOU WANT to be richer what will bring it about? I used to think, as many people still think, that it was fertile soil, that it was water power, navigable streams, and things of that kind. But one day I set myself to study that question. I looked over the map of the world, and I found many countries with natural resources, the best mines, the best water courses and finest natural water power, the best and most fertile soil, countries where they have all these things and do little with them, and where the people were not rich. Then the question came up, "Why?" I found that in every country where the people are well educated, where there are schools at least eight months in the year, and the children attend school when it is in session, and where the teachers are well trained, well educated and well paid, and where there are good public high schools of the modern type and a large per cent of the boys and girls attend them, and where there are schools for the training of teachers, and where there are colleges and universities, and technical schools supported liberally out of the taxes of the people and attended by young men and young women who are preparing themselves for leaders in society, for industrial life, for civic life, for religious life in the state, I found that in every country where the people give of their money liberally for education they are rich and growing relatively richer regardless of natural resources. And, on the other hand, I found that in every country where the schools are open for four or five months, or less, in the year, a large part of the people are ignorant and deplorably illiterate, unable to read or write, and the teachers are unprepared, and the children attend only where there is no baby to mind and no cows to pasture, and when

the father does not want the boys at home, and where there are no good high schools, good public high schools, and when only here and there a few attend the private high school of some kind of ancient type, and where there are no industrial and technical schools supported by the people with men and women they are preparing for the duties of life and to control the forces of nature,—I found in every country where the people save their money from education and keep it in the bank, they are poor and are growing poorer, relatively speaking, though the soil may be deep and though it may have mines of gold and silver or copper or what not; though their resources may be making other people of the world rich, they themselves are growing poorer.

It is a law well known to the student of political economy that in exact proportion to the education of the people is the quantity of the wealth and the wealth-producing power of every country in the world, and I will give you my check for fifty dollars on the State National Bank, and it will be cashed on presentation, if you will find for me anywhere on the map of the earth any country anywhere that is an exception to the rule.

To illustrate: Little Switzerland in the heart of the Alps, about fifteen thousand square miles of territory, inhabited by three and a half millions of people (4 times as densely populated as Mo.), speaking five different languages, their laws and their textbooks in four languages, no natural resources, one-eighth of the country covered year in and year out with ice and snows that never melt; with narrow little valleys down which the streams run, and with hardly room for a bicycle path along the stream. Not one silver, copper or gold mine; not anything dug out of the soil; winter nine months of the year and

cold the rest of the time; no navigable streams, no seaport, and one hundred years ago one of the barrenest countries in the world.

Perhaps you teachers have read that story of Pestalozzi's of Leonard and Gertrude. If not, read it, for such a picture of squalor and poverty as you have never heard. Then go to Switzerland and see the people without beggars on their highways and without paupers in their state, and find that the common people have millions and hundreds of millions of dollars in their savings banks.

I happened to be in Switzerland a few years ago, happened to be in Geneva, and I went from hall to hall and I saw evidences of prosperity on every side, and I asked, "Where does it come from?" And I looked to the top of Mount Blanc, clad in its eternal snows, and the answer did not come from there; and I looked again up the narrow little valleys and at the blue waters of Lake Lehman, and the answer did not come from there, and the answer came as we went into a hall. In that hall stood the statue of a man, one hand rested on the head of a little boy and the other rested on a little ragged girl, and they looked up into his face with love and with hope, and he looked down on theirs with an expression of love and care and of promise. At the foot of that statue I read these words: "To Our Dear Pestalozzi from a Grateful Switzerland." And that man made Switzerland rich, though often he did not have a crust of bread, giving away his own shoe buckles and tying his shoes with wisps of straw, living like a beggar that he might teach beggars to live like men. Switzerland heard his plea and for three or four generations they have poured out their money like water for the education of the children; they pay two or three times as much in proportion to their population as you pay here in Missouri. Three hundred and fifty schools have they in Switzerland in addition to the ordinary common schools, three hundred and fifty schools in which boys and girls learn to cultivate the soil, learn to care for bees, learn to manage a dairy, learn to work in gold and silver, learn to work in wood, learn to work in brass and iron—learn to do this

thing or the other thing. They heard the plea of Pestalozzi—they saw his reasoning when he said the only way to help anybody is to help him to help himself, and the only way to help any people is to help them to help themselves. Feed a pauper today and the pauper is just as hungry tomorrow; bury a pauper today and another pauper dies tomorrow and you must bury him; pension a pauper today for a month or a year and the longer you pension him the more helpless he is, and these things are evils, not helps, to any community, for they teach the people to be dependent. The only way is to teach every boy and girl to understand the great forces of nature as gifts, that they may work to produce, and to transform the raw material into things of wealth.

Switzerland heard his plea, and they have educated their children and given to each one of them the ability to make his own support and to add a little to the common wealth, and "many a mickle makes a muckle" is a good old Scotch saying, which is true.

Generation after generation and day after day, though there has been no change in their climate, and though the snow still rests on the top of their mountains, and though the glaciers come far down the narrow little valleys, and though there be no seaport, and no navigable rivers, and though there be no mines of wealth discovered under the earth, and though the climate remains the same and there be no more natural wealth than before, they have laid their hands on the raw materials, and adding their intelligence and skill they have made up for what they lacked and they have taken these raw materials and have gotten benefits from them.

The same principle will hold good for an illustration in the little province of Denmark. Some years ago I had the pleasure of spending some time there. Denmark, a little sand dune set far out into the North Sea, far beyond where the crops that we know, corn, and wheat and things of that kind will grow, and yet it is an agricultural country, inhabited by from two and one-half millions to three millions of people.

Years ago when we were having a little spat in this country, Denmark had a war with Prussia, and after the good old Prussian style, she put her heel on Denmark and ground her into her own sand. It left Denmark poor and dispirited. The King one day was talking with his Counsellor, and in his anxiety for his people he said, "What shall we do? This war has left us broken and impoverished, and what shall we do to rebuild our land?" And the Counsellor said "Let us do what Prussia did when she was left impoverished from the ravages of war, let us turn unto ourselves and if we cannot be great away, we can be great at home." And Denmark did this thing, and when I was there, there was not an illiterate man, woman or child over the age of ten years in all of Denmark. What is the reason? There are no natural resources, there are no gold, iron, silver or copper mines, excepting the ones in the northeastern fields where they hollow them out between the sand dunes, and yet the people of Denmark today are the richest people, except one, of the world; her wealth is the most evenly distributed, and she is one of the most democratic and fairest countries on the face of the earth.

What made it? I wrote some years ago to a friend of mine in Stockholm, Sweden, and I asked him, "To what do you attribute it, this prosperity of Denmark?" and he said, "We all know it is due to the Danish school and universal education." Though it is an agricultural country, it has grown rich, as I have told you, in these last thirty or forty years.

One would think they would grow poor. They grow rich. Scotland with her heather-covered hills shows the same thing to be true.

I never go into New England without losing my temper, that scanty country with its northeast winds, its thin soil and rocks,—they have no right to be rich. My own state of Tennessee I will match against Massachusetts for its natural resources—it has as much as Massachusetts ever had of climate, soil, gold, silver, iron, copper, marble—all of these things—natural water power and the rest. Yet the people of Massachusetts are seven times as rich in proportion to numbers as the

people of Tennessee,—and they are no better originally, no better tonight than we are.

Spain will prove it. The valley of Andalusia is the richest place in all Europe, and yet we found out a few years ago that the Spanish soldiers could not hit an American battle ship; they hadn't had enough target practice in their navy. And who thinks of going to Turkey for wealth? The Bulgars have gone, but they have gone for another purpose and not for wealth in all that section of the richest Europe.

It means that if you will match the countries country by country you will find it is true that it is the intelligence of the people that determines where they shall stand in the rank of nations.

A Formula

I have worked out this formula—there are just three factors that count in the development of any country: First, is the natural resources of the country, climate, soil, timber, mineral wealth, water power, position and the rest, and they are fixed—that factor is ever fixed for any country and you cannot change it very much; second, is the native ability of the people; I mean whether they grow tall and strong or broad and short, three-story head with mansard roof, or whether they are weaklings with low brows and constitutions sapped by the dissipation of their ancestors before they were born—but we cannot change that much except through the long, slow-swinging centuries; and the third factor is the education which comes from the schools, directly or indirectly, and that is not fixed, and so far as we have found there is no limit to it. Let us take it this way: X times Y times Z. X represents the natural, and cannot be changed and we will call it 6; Y represents the native ability of the people and because it cannot be easily changed we call it 4, and six times four equals twenty-four; Z is the education, and is the variable quantity,—and suppose it is one; six times four times one still equals twenty-four, but you double it and what do you have? Six times four times two equals forty-eight; your result is doubled; and six times four times five gives you one hundred and twenty; and six times four

times ten are two hundred and forty; and the formula has never failed yet. *In proportion to the education of the people in quantity and quality, will be the wealth and the wealth-producing power of the people.*

Now, you don't believe it, you will say that it is not true. Then we will hold that the education factor is zero, and that there was none of the education coming through the schools. But let's test it: What is six times four times zero?

I am a wizard. I wave my magic wand over this city and over other cities in this country and suddenly there comes down a mist and a darkness and it settles down on the minds of the people and the mathematician forgets his formula and the chemist forgets his compound, and the physician forgets his medicine and the lawyer forgets his law, and we all forget to read and write, and we have wiped out all the results, direct and indirect, of the schools. Now we will see what has happened: On that railroad track there a train is hurtling along from the east, and from the west another train is coming, and they meet in head-on collision and the wreck is there. Another engineer would be a little more cautious, but you cannot send a telegram, in less than an hour the street cars cease to run, every furnace will be banked and your fire will go out in an explosion, you cannot read your steam gauge any more, tomorrow morning's papers are not published; you cannot read and write any more; you won't hear news from Washington for a month to come until somebody riding horseback will come flying down with it. Before the fourth of March comes your government, State and National will have gone into smithereens and it will not be a year until you will find your people joined together in little bands fighting your little states, and you will be torn by wars worse than in the South American states. Your little goods are sold out, your traveling merchant does not come any more; you hitch up a wagon and go, if you can get across the streams, to see if you can get them, and

you bring them back with you if you can get them. And after a while your manufacturing companies stop, you can't get steam to make them go, and after a while you will find, as the American Indian, that a man to the square mile is over-population. By education people cooperate with nature and make each acre produce ten times more than it did before; they harness the water power and make it conform to needs; they take coal and iron out of the earth, and work them up into useful things, and a thousand men may live to the square mile and the country not be over-populated.

But time goes on and soon the famine and pestilence come, someone falls sick and you send for the physician, and the messenger says that there isn't any physician,—long ago he has gone; a medicine man of the tribe comes and he beats his tom-tom around the sick man or woman to drive away the devils, but the devils won't go; and then you send for the preacher, but there isn't any; long ago your church doors were closed and no one reads any longer from your Book of Life and Love. Truth has given way to the darkness of superstition. A priest comes and says a god is angry and demands a sacrifice. He chooses a bright young man or woman to be placed on the stone, and strikes a blow with his hammer to appease an angry god. What would your State of Missouri be worth then? Without any hesitation I am willing to assert that ninety-nine dollars out of every hundred of the wealth of the State of Missouri is due to the schools, public and private, in your own state and the same rule holds good of all wealth, that ninety-nine dollars out of every hundred has been made as the result of education, and if that be true what kind of a statesman is it that says "We are not able to support our schools better, wait until we get rich and then we will give them more money." He is not a statesman at all, he is a petty-fogging politician and not fit to represent the democratic people we are with our great resources and our intelligence and skill.

SIX BIG CONVENTION PROGRAMS

Ready for District Meetings at Kirksville, Warrensburg, Maryville on Oct. 12-13 and Cape Girardeau and Rolla, on Oct. 19-20, and Joplin Oct. 18-20.

CONVENTION OF THE NORTHEAST MISSOURI TEACHERS ASSOCIATION

Kirksville, October 12-13, 1933

Officers

President—L. C. Northcutt, New London
First Vice-President—Mrs. Merle Bradshaw, Canton
Second Vice-President—Floyd Rogers, Alexandria
Secretary-Treasurer—L. A. Eubank, Kirksville

Executive Committee

J. V. Minor, Huntsville; D. H. Martin, Salisbury; Herbert Hartford, Worthington; Stephen Blackhurst, St. Charles

Thursday, October 12



Pres. L. C. Northcutt



Secy. L. A. Eubank

The Northeast Missouri Teachers Association will open its meeting on Thursday, October 12, at 9:30 A. M. in the Kirk Auditorium. The features of this first general session will be an address by President Eugene Fair, Kirksville State Teachers College, welcoming the teachers and a response by Supt. L. C. Northcutt, President of the Association. An address on "Spade Work in Personality Culture," will be delivered by Mr. Floyd C. Douglas, minister, lecturer, novelist and essayist; and Sir Herbert B. Ames, former member of the Canadian Parliament and Financial Director of the Secretariat of the League of Nations, will speak on "Germany Looks Toward the West."

At 12:00 o'clock noon on Thursday, October 12, the Kappa Delta Pi luncheon will be held.

The meeting of the House of Delegates will convene in the afternoon at 1:00 P. M., in Room 101 of the Library Building.

The Second General Session will be held Thursday afternoon, at 1:15 P. M. in the Kirk Auditorium, with Mrs. Merle Bradshaw presiding. The program will consist of a short musical program by the Shelbina High School. Addresses will be made by Sir Herbert B. Ames, who will speak on "Germany Looks Toward the East," and Mr. Lloyd C. Douglas, who will speak on "The Flight to Freedom." An illustrated lecture "Alaska, the Frontier Wonderland of the World," by Mr. Edgar C. Raine, Arctic traveler and explorer, will close the afternoon program.

The Schoolmasters Club Banquet will be held Thursday evening at 6:00 P. M. at the Masonic Temple.

The Third General Session will be held Thursday evening, at 7:30 P. M. in the Kirk Auditorium, with Mr. Floyd Rogers presiding.

The general theme of this program will be "Education Problems in Missouri." The meeting will open with a musical program by the A. Capella Choir of the Northeast Missouri State Teachers College, which will be followed by an address, "Missouri's Educational Problems," by Dr. Theo. W. H. Irion, Dean of the School of Education, University of Missouri, and President, Missouri State Teachers Association. Mr. George Melcher, Superintendent of Schools, Kansas City, and Chairman, Legislature Committee, Missouri State Teachers Association will talk on "School Legislation." Mr. Chas. A. Lee, State Superintendent of Schools, will deliver the closing address.

Friday, October 13

The Fourth General Session presided over by Mr. L. C. Northcutt will open at 9:15 A. M., in the Kirk Auditorium, with a musical program by the Monroe City High School. "How Can We Most Effectively Guide the Learning Activities of Our Pupils?" is the subject of the address to be delivered by Mr. Leo. J. Brueckner, Professor of Elementary Education, University of Minnesota. Mr. Walter H. Judd, M. D., Mayo Clinic, Rochester, Minnesota, will speak on "China's Struggle Toward Self-Government." Mr. Judd has spent six years in China as a medical missionary.

Departmental Sessions

Friday afternoon will be given to departmental sessions.

The Department of Home Economics with Miss Llor MaGee presiding will be a luncheon meeting in Room 314, Science Hall at 12:00 o'clock noon. "Meeting Present Day Problems" will be the topic for the round table discussion.

Mrs. Marie Turner Harvey will preside at

the meeting of the Department of Rural and Elementary Education, in Kirk Auditorium at 1:00 P. M. The program will consist of talks by Mr. Leo J. Brueckner on "Enriching the Teaching of Arithmetic," and by Miss Berenice Beggs, Assistant Professor of Education and Supervisor of English, Northeast Missouri Teachers College, whose subject will be "Finger Posts to Children's Reading."

The Department of Commerce will meet in Room 106, Library Building, at 1:00 o'clock with Miss Freda Bruns presiding. Miss Frances Henderson, Kirksville Senior High School, will talk on "The Efficiency of Practice Teaching in Typewriting;" Miss Buck, Kahoka High School, will speak on "An Investigation of the Uses of Typewriting by Students of Typewriting;" "Research in Salesmanship" will be the subject upon which Mr. Hayden Colby, Northeast Missouri State Teachers College will talk; and Mr. Earl G. Blackstone, College of Commerce, University of Iowa, will have for his subject "Usefulness of Research in Commercial Education."

The Department of Mathematics will meet for a round table discussion in Room 104, Library Building at 1:00 P. M., with Mr. W. S. Pemberton presiding.

The Department of Science, presided over by Mr. W. J. Bray, will meet for round table discussion at 1:00 P. M. in Room 308, Science Hall.

The Department of Social Science will meet in Room 207, Library Building, at 1:00 P. M. E. L. Morgan, Professor of Rural Sociology, University of Missouri, will talk on "Next Steps in Social Welfare;" and Mr. Wallace Crossley, Directory of Relief for Missouri, will talk on "Administration of Federal Relief in Missouri." Mr. G. V. Burroughs will preside at this meeting.

The Department of Fine Arts, Miss Edith Dabney presiding, will meet in Room 302,

Science Hall, at 1:00 P. M., for a round table discussion.

The Department of School Administration with Mr. Alva Crow presiding will meet in Room 204, Library Building, at 2:00 P. M. Mr. Leo J. Brueckner will address the meeting on "How Much Arithmetic Do Our Teachers Know?" and Mr. C. E. Garmane, Professor of Education, University of Missouri, will talk on "The Need of Guidance in the State."

The Department of Agriculture will meet in Room 200, Library Building, at 2:00 P. M., Mr. Russell presiding. The program for this department has not yet been arranged.

The Department of Music will meet in the Junior High School Auditorium at 2:00 P. M., with Mr. Barrett Stout presiding. The program will consist of a song recital by Mr. John Parrish, Tenor, Head of The Voice Department of Christian College, Columbia, Missouri.

The meeting of the Department of Industrial arts will take the form of a round table discussion and will be held in Room 101, Kirk Auditorium at 2:00 P. M., Mr. Otho Barnett presiding.

The Department of Language and Literature will hold its meeting in Room 101, Library Building, at 2:00 P. M. with Mrs. Fleeta Taylor presiding. Mr. E. G. Ainsworth, Professor of English, University of Missouri, will address the Department on "Improved Teaching of High School English."

The Fifth General Session will be held at 3:00 P. M. in the Kirk Auditorium with Mr. L. C. Northcutt presiding. The feature of this session will be an address by Mr. Walter H. Judd on "The World's Stake in the Far East."

At 8:00 P. M., Friday evening, there will be a football game between the Northeast Missouri Teachers and the Southeast Missouri Teachers.

CONVENTION OF THE CENTRAL MISSOURI TEACHERS ASSOCIATION

Warrensburg, October 12-13, 1933

Officers

President—C. F. Scotten, Sedalia
Vice-President—Harry McMillan, Lee's Summit
Secretary—F. W. Urban, Warrensburg
Treasurer—G. E. Hoover, Warrensburg

Executive Committee

C. F. Scotten, Sedalia; Harry McMillan, Lee's Summit; F. W. Urban, Warrensburg

Thursday, October 12

The opening meeting of the Central Missouri Teachers Association will be held at 9:00 o'clock Thursday morning, October 12. Music by the College Orchestra will open the

Teachers Association will deliver an address on "School Legislation." At 10:15 "Missouri Educational Problems" will be discussed by Dean Irion of the School of Education of the University of Missouri and President of the



Pres. C. F. Scotten



Secy. F. W. Urban

meeting. This will be followed by the welcoming address and the response. At 9:45, Mr. George Melcher, Superintendent of Schools, Kansas City, Missouri, and Chairman of the Legislative Committee of the Missouri State

Missouri State Teachers Association. At 10:45 Mr. Chas. A. Lee, State Superintendent of Schools, will deliver an address which will be followed at 11:15 by county meetings.

Thursday afternoon the program will open at 1:15 o'clock with music by the high school glee club. The Parent-Teacher Association will furnish an address for this program which will be followed by an address by Miss Laura Zirbes of the Ohio State University on "Relating School to Life."

The sectional meetings will begin at 2:30. The Department of Administrators, presided over by Supt. Willard J. Graff, will be addressed by Supt. J. W. Studebaker of Des Moines, Iowa. Following the address, there will be a general discussion. Dr. Germaine, Professor of Education, University of Missouri, will present the State Guidance Program.

The Department of Secondary Education, Mr. Oscar Ericson presiding, will be addressed by Dr. W. W. Carpenter, Department of Education, University of Missouri. Dr. Carpenter's subject will be "The Crisis in Secondary Education."

The Department of Elementary Education with Miss Delma Carpenter presiding will be addressed by Miss Laura Zirbes on "What Reading Means in the Modern School."

The Department of Rural Education, presided over by Mr. Ray T. Evans, will have as their speaker, Dr. Charles Knudsen, Professor of Education of George Peabody College and also one of the editors of Educational Research and Educational Editor for Doubleday, Doran and Company. His subject will be "Educational Guidance of the Rural Child."

At 4:00 o'clock the Central Missouri High School Athletic Association will hold a meeting.

Thursday evening at 7:15 the meeting will open with music by the training school. At 7:30, Dr. Carpenter will talk on "The New

Deal in Education" which will be followed by a talk by Dr. Knudsen on "Public Education and National Emergency."

Friday, October 13

The first part of the Friday morning program will be devoted to the dedicatory ceremonies for Hendricks Hall. Mrs. Charles E. Dewey, member of the Board of Regents and Chairman of the Dedication Committee, will preside. The address for the Board of Regents will be made by the Honorable Charles A. Calverd, Jr., President of the Board. Professor C. B. Hudson will deliver the address for the Faculty and the response will be made by Dr. E. L. Hendricks, President of the Central Missouri State Teachers College. This will be followed by an address by the Honorable Guy B. Park, Governor of the state of Missouri. The program will close with the singing of the Alma Mater.

At 10:40 Friday morning, sectional meetings will again be held.

The Department of Administrators, Supt. Willard J. Graff, presiding, will be addressed by Supt. J. W. Studebaker. The meeting will close with a general discussion.

The Department of Secondary Education, Mr. Oscar Ericson, presiding, will be addressed by Dr. Carpenter, his subject being "The Responsibilities of the Secondary School Teacher During the Present Crisis."

The Department of Elementary Education with Miss Delma Carpenter presiding will be addressed by Miss Laura Zirbes.

The Department of Rural Education with Mr. Ray T. Evans presiding, will be addressed by Dr. Knudsen on "Motivating the Work of the Rural Child."

At 1:15 Friday afternoon a business meeting will be held. At 2:30 the meeting will adjourn for the football game between the Warrensburg Mules and the Chillicothe Business College.

CONVENTION OF THE NORTHWEST MISSOURI TEACHERS ASSOCIATION

Maryville, October 12-13, 1933

Officers

President—Cecil Jenkins, Savannah
First Vice-President—E. F. Allison, Hamilton
Second Vice-President—Miss L. Blanche Templeton, Rockport
Third Vice-President—Charles Wallace, Hopkins
Secretary—Bert Cooper, Maryville
Treasurer—Hubert Garrett, Maryville

Executive Committee

R. H. Watson, King City; Harry Thomas, Maysville; Francis L. Skaith, Gower



Pres. Cecil Jenkins



Secy. Bert Cooper

Thursday, October 12

The convention of the Northwest Missouri Teachers Association will open at 9:30 o'clock, October 12, in the College Auditorium with music by the Northwest Missouri State Teachers' College Conservatory of Music. The

program will consist of remarks by Mr. Cecil Jenkins, President of the Association; an address "Organizing Education for Our New Frontiers" by Dr. C. A. Phillips, Professor of Education, University of Missouri, Columbia; an address "How Can We Most Effectively

Guide the Learning Activities of Our Pupils" by Dr. Leo J. Brueckner, University of Minnesota, Minneapolis; and a report of the Emergency Commission on Education by Mr. Fred Keller, Superintendent of Schools, Tarkio.

The Second General Session will be held Thursday afternoon, October 12, at 1:30 o'clock in the College Auditorium, Miss L. Blanche Templeton presiding. The program will open with music by the College Conservatory of Music and will be followed by an address "China's Struggle Toward Self-Government" by Dr. Walter Judd, Mayo Clinic, Rochester, Minnesota. The session will then adjourn for the Departmental Sessions.

Departmental Sessions

The Rural School Section will meet in the College Auditorium at 2:50 o'clock with Mr. Alva L. Allen presiding. The program will open with music by a representation from Nodaway County which will be followed by addresses by Dr. C. A. Phillips, who will speak on "Creative Education and the Classroom;" A. Kendall Longfellow, a rural teacher of Harrison County, whose subject will be "Lesson Planning in the Rural Schools;" and a talk by an Andrew County rural teacher on "The Teaching of English in Rural Schools." A business session will close this meeting.

The Elementary School Section will meet at 2:50 in the West Library, and will be presided over by Miss Cecil Culver. A vocal solo by Roy Sims, an elementary school pupil of Burlington Junction, will open the program. Dr. Leo J. Brueckner will deliver an address "Enriching the Teaching of Arithmetic" which will be followed by a demonstration in reading by Miss Irene Smith, Northwest Missouri State Teachers College Demonstration School.

The High School Section will be held in Social Hall with Mr. Wilbur F. Williams presiding. Music at 2:50 o'clock will open the program. Dr. B. Lamar Johnson, member of the National Survey Committee of Secondary Schools, will talk on the "Purpose and Findings of the Survey" and Mr. Charles Myers, State High School Supervisor, will conduct a round table discussion.

The Resolutions Committee will hold its first meeting on Thursday at 4:15 in Room 225.

The Third General Session will be held Thursday evening at 8 o'clock in the College Auditorium with Mr. Eugene F. Allison presiding. Music will be furnished by the Northwest Missouri District High School Orchestra under the direction of Mr. Maurice Wright and management of Mr. C. James Velie. Dr. Walter Judd will deliver an address on "The World's Stake in the Far East."

Friday, October 13

The Fourth General Session will open Friday morning at 9:30 o'clock in the College

Auditorium, Mr. Charles W. Wallace presiding. This is to be a Missouri Program and will open with music by the Northwest Missouri District High School Orchestra. Mr. Charles A. Lee will deliver an address which will be followed by addresses by Dr. Theo. W. H. Irion and Mr. George W. Melcher.

The Fifth General Session will be held at 1:00 o'clock Friday afternoon in the College Auditorium, Mr. Cecil Jenkins presiding. Music will be furnished by the College Conservatory of Music. Sir Herbert Ames, educator, lecturer and traveler, will address the meeting on "The Great Reconciliation and After." The introduction of the new officers and president of the association will be followed by an address "The Flight of Freedom" by Dr. Lloyd C. Douglas, minister, orator, novelist and essayist.

Friday afternoon will also be devoted to departmental sessions, the first being the Department of Rural and Elementary Schools which will meet at 2:30 in the College Auditorium with Mr. Alva Allen and Miss Cecil Culver presiding. Miss Virginia Meierhoffer, State Department of Education, Jefferson City, will give a demonstration in music which will be followed by an address "The Golden Bowl" by Dr. Lloyd C. Douglas. At 3:40 there will be a supervisory program by Miss Irene O'Brien of the State Department of Education, Jefferson City.

The High School section will meet in Social Hall at 2:30 with Mr. U. L. Keener presiding. The program will open with music which will be followed with a Regional Conference on National Survey of Secondary Schools. Mr. F. H. Barbee, Superintendent of Schools of St. Joseph, will conduct a round table discussion. Mr. E. R. Adams, Superintendent of Schools, Chillicothe, will talk on "Provisions for Individual Differences—Marking and Promotion." Mr. J. W. Pierce, Superintendent of Schools, Skidmore, will speak on "The Smaller Secondary Schools." "Interpreting the Secondary Schools to the Public" will be the subject upon which Mr. S. W. Skelton, Superintendent of Schools, Oregon will talk and Mr. Charles Myers, State High School Supervisor, will talk on "Vocational Guidance."

The College Section, under the direction of Dr. M. Earle Collins, Acting President of Tarkio College, will meet in Music Room Number 205 of the Administration Building at 2:30 o'clock. The program will open with music by Tarkio College. Sir Herbert Ames will address the gathering on "Trial by International Jury," and Dean W. C. Saunders of Park College, Parkville, will talk on "Comprehensive Examinations."

At 8:00 o'clock Friday evening there will be a football game between the Springfield Bears and the State Teachers College Bearcats on the College Athletic Field.

CONVENTION OF THE SOUTHWEST MISSOURI TEACHERS ASSOCIATION

Joplin, October 18-20, 1933

Officers

President—Cora E. Morris, Bois D'Arc
First Vice-President—Wallace Wilson, South-west City
Second Vice-President—Emmett B. Adams, Forsyth

Secretary-Treasurer—C. W. Parker, Ozark

Executive Committee

Cora E. Morris, Bois D'Arc; Howard Butcher, Pierce City; Ray Hailey, Ava; E. E. Neely, Springfield; Chester A. Poindexter, Pineville

Wednesday, October 18

The meeting of the Southwest Missouri Teachers Association will have as its forerunner a meeting of the Department of County



Pres. Cora E. Morris

Superintendents on Wednesday afternoon at 2:00 o'clock in the Colonial Room of the Connor Hotel. Mr. Tom Fitzpatrick is Chairman of this department. Miss Florence Hale will address the group on "Present Day Conditions in Rural Schools of the Nation."

The First General Session will be held Wednesday evening at 7:30 o'clock in Memorial Hall Auditorium with President Cora E. Morris presiding. Music for this program will be furnished by the Wednesday Morning Singers and the Joplin Musical Art Society, which will be followed by the address of welcome by Mr. Mercer Arnold and the response by Supt. D. R. McDonald. This session will be addressed by Miss Florence Hale, former president of the National Education Association and Editor of "The Grade Teacher."

Thursday, October 19

The first session of the Assembly of Delegates will be held at 9:00 A. M. in the Lodge Room on the second floor of Memorial Hall.

The Second General Session will be held Thursday morning at 10:00 A. M. in Memorial Hall Auditorium, Supt. E. A. Elliott presiding. Music will be furnished by the Webb City Public Schools. Supt. Willard E. Goslin will talk at this time and "The Fine Art of Appreciation" will be the subject of the address by Mr. W. P. Dearing, President, Oakland City College, Oakland City, Indiana.

Members of the Committee on Resolution will meet at 1:00 P. M., in Parlor A, Connor Hotel.

The Committee on Nominations will meet at 1:00 P. M., in the Lodge Room of Memorial Hall.

The Committee on Necrology will meet at 1:00 P. M., in Room 105 of the Senior High School.

Thursday afternoon will be given over to departmental meetings.

The Parent-Teacher Department will meet at 2:00 o'clock in the Community Church with Mrs. A. B. Sherwood as Chairman. "Object of P. T. A. Department at Teachers Meet-



Cecy. C. W. Parker

ings" will be the subject of Mrs. Sherwood's address. Mrs. A. G. Woodard of Cartersville will speak on "Rural Schools and P. T. A." Mr. John L. Bracken, Superintendent of Schools of Clayton will deliver an address. The meeting will close with a question box and the election of officers.

The Junior High School Department will meet at 2:00 in the Roof Garden of the Connor Hotel with Mr. Frank L. Barton as Chairman. "How Should Junior High School Pupils Use Their Leisure Time" will be the topic to be discussed by Mr. John L. Bracken. There will then be a round table discussion followed by the election of officers.

The Home Economics Department will meet at 2:00 in the Senior High School Cafeteria, Miss Lorene Rolle, Chairman. Miss Ida E. Gutschke, Vice-President Missouri State Nurses' Association, will talk on "Child Care in the Home Economics Curriculum." Miss Della Hendrick, Newton County, Home Economics Demonstrator, will talk on "Why Home Economics in Any Community." A luncheon or a tea for the Home Economics Department will be announced later.

The Department of Vocational Education will meet at 1:30 in Study Hall B. Senior High School, Mr. R. K. Elmore, Chairman. Mr. C. L. Angerer, Vocational Agriculture Supervisor, State Department of Education, will address this meeting.

The Science Department will meet at 2:00 in Room 207, Senior High School, Mr. D. Evert Thomas, Chairman. Miss Elizabeth Cadle of Reed Junior High School will talk on "Methods in Science." Dr. C. E. Koeppel of Springfield Teachers College will speak on "Teaching of High School Geography." Dr. Ralph Voris, State Teachers College, Springfield, will talk on "Laboratory Lamentations."

The Physical Education Department will meet at 2:00 in the Senior High School Gymnasium with Mr. Earl Davis as Chairman. Demonstration of activities will be given by the physical education department of the

Joplin public schools. Mr. H. O. Hartley will speak on "Constructing a Health Education Curriculum."

The Rural Teachers Department will meet at 2:00 in the Auditorium of Memorial Hall, Mr. Elgin Dermott, Chairman. The County Chorus Songs will be sung by the Newton County Rural Schools. 4-H Club Work will be discussed by Mr. J. E. Rutter, County Agricultural Agent, Carthage. The rhythm orchestra and orchestra of the Jasper County rural schools will also appear on this program. There will be a Boy Scout demonstration and a discussion of rural scouting by Mr. Herbert West of Joplin. Mr. W. P. Dearing of Oakland City College, will give the principle address of the meeting.

The Primary Department will meet at 2:00 in the Jefferson School with Miss Bonnie O'Rourke as Chairman. The program for this department is not arranged at this time.

The Third General Session will be held Thursday evening at 7:30 in Memorial Hall Auditorium with Mr. Wallace Wilson presiding. Music will be furnished by the Joplin High School orchestra and Supt. John L. Bracken will deliver an address. Following this meeting there will be a dance.

Friday, October 20

The Fourth General Session will be held Friday morning at 10:00 o'clock in Memorial Hall Auditorium with County Superintendent Emmett B. Adams presiding. This will be an all Missouri program and those taking part will be Mr. E. M. Carter, Secretary, Missouri State Teachers Association; Dr. Theo. W. H. Irion, Dean, School of Education, University of Missouri; Hon. Chas. A. Lee, State Superintendent of Schools.

Friday afternoon will be given up largely to department meetings.

The Commercial Department will meet at 1:30 in Study Hall A, Senior High School, Miss Isabelle Denham, Webb City, Chairman. Mr. Earl Brown, Secretary of the Joplin Chamber of Commerce will give an address which will be followed by a demonstration of office equipment.

The Trades and Industries Department will meet at 1:30 in Room 105, Senior High School, Mr. Bruce D. Richards, Chairman. The theme of this meeting will be "Signs of the Times."

The opening address will be delivered by Supt. E. A. Elliott of Joplin. "Operating Effectively on a Reduced Budget" will be discussed by Mr. George H. Carroll of Joplin, Mr. Chester Erickson of Springfield, and Mr. Charles P. Farmer of Joplin. This Department will hold a luncheon at the Maxwell Cafeteria at 12:30 Friday.

The Art Department will meet at 1:30 in the Sunday School Room of the Presbyterian Church with Miss Leah Stark as Chairman. "Art in Everyday Life" will be the subject of the talk by Supt. H. P. Study of Springfield, which will be followed by a demonstration by Miss Belva LaRue of Joplin.

The Music Department will meet at 1:30 in the Presbyterian Church Auditorium, Mr. W. C. Crimes, Chairman. Mr. Ralph Benningfield of West Plains will talk on "The History of the Development of School Music in South Missouri." Mr. Lytton Davis of Monett will talk on "Building a High School Chorus." Music will be furnished by the Joplin public schools.

The High School Administration and Senior High School Teachers Departments will meet at 1:30 in the Empire Ball Room of the Conner Hotel. Mr. Cowgill Blair of the Joplin "Globe and News Herald" and Mr. Virgil M. Hardin, Principal of Reed and Pipkin Junior High Schools, Springfield, will address this joint meeting. The addresses will be followed by business meetings of each of the departments.

The Elementary Grade Teachers Department will meet at 1:30 in the Senior High School Auditorium with Mrs. Genevieve Hamilton as Chairman. The program for this department has not yet been completed.

The Fourth General Session will be held Friday afternoon at 3:00 o'clock in the Auditorium of Memorial Hall at which time there will be a musical program by the All Southwest Missouri Chorus under the direction of Mr. T. Frank Coulter, Director of Music, Joplin High School.

The Fifth General Session will be held Friday evening in the Memorial Hall Auditorium with Miss Cora Morris presiding. The address of this meeting will be made by Mr. William McAndrew, former superintendent of schools in Chicago, author and lecturer.

TO SUPERINTENDENTS, PRINCIPALS, TEACHERS, SCHOOL BOARD MEMBERS AND LAYMEN:

For some time the National Education Association has been trying to get President Roosevelt (1) to issue a Proclamation recognizing the importance of Education Week, and (2) to make a radio address on Education. Everyone interested in the cause of public education is urged to write President Roosevelt a personal letter voicing your sentiments in regard to these two proposals.

We should stand together during this crisis. Our schools need the hearty co-operation and support of all.

Very sincerely yours,

CHAS. A. LEE

CONVENTION OF THE SOUTHEAST MISSOURI TEACHERS ASSOCIATION

Cape Girardeau, October 19-20, 1933

Officers

President—W. R. Sewell, Hornersville
 First Vice-President—L. G. Wilson, Portageville
 Second Vice-President—Vernetta Sexauer, Ste. Genevieve
 Secretary-Treasurer—L. H. Strunk, Cape Girardeau

Executive Committee

Geo. D. Englehart, Matthews; A. C. Magill, Cape Girardeau; C. E. Burton, Piedmont

Thursday, October 19

The meeting of the Southeast Missouri Teachers Association will open with the Assembly of Delegates which convenes at 1:30 o'clock in Webster Hall, Thursday afternoon, October 19.



Pres. W. R. Sewell



Secy. L. H. Strunk

The First General Session will open in the College Auditorium at 2:30 o'clock Thursday afternoon with President W. R. Sewell presiding. There will be a recital by Walter Jenkins of Houston, Texas, which will be followed by an all Missouri program. Speakers taking part on this program will be Honorable Chas. A. Lee, State Superintendent of Schools; Dr. Theo. W. H. Irion, Dean, School of Education, University of Missouri and President of the Missouri State Teachers Association; Thos. J. Walker, Editor of *SCHOOL AND COMMUNITY*; and E. M. Carter, Secretary of the Missouri State Teachers Association.

An informal reception will be given for the visiting teachers in the Regent's Room on the main floor of Academic Hall immediately at the close of the program. This reception will be under the auspices of the Cho, Hesperian and Sorosis Literary Societies.

The members of the Resolutions Committee will meet at 3:00 o'clock in Hesperian Hall.

At 3:45 o'clock Thursday evening the annual Superintendents and Principals Dinner will be served in Albert Hall.

The Second General Session will be held at 8 o'clock Thursday evening with President W. R. Sewell presiding. The program will open with singing led by Walter Jenkins, which will be followed by the address of welcome by Hon. Ed. L. Drum, Mayor of Cape Girardeau. The address of welcome will be responded to by W. L. Johns, Superintendent of Schools of Farmington. The orchestra of Central High School, Cape Girardeau will give some special music. The principal address of the session will be delivered by Mr. Wm. McAndrew of East Setauket, Long Island, New York.

The visiting teachers will be the guests of the Retail Merchants Division of the Cape Girardeau Chamber of Commerce at the picture show given by the Fox Broadway Theatre at 10:15 o'clock Thursday evening.

Friday, October 20

There will be a breakfast for all Hesperians, in

Friday morning, October 20.

The Third General Session will open at 9 o'clock Friday morning with L. G. Wilson presiding. After singing led by Walter Jenkins, the president's address will be delivered by W. R. Sewell. Dr. C. E. Germane, Professor of Education, University of Missouri, will talk on "Another Challenge to Education" and Dr. W. P. Dearing, President, Oakland City College, Oakland City, Indiana, will talk on "Modern Youth and Human Values."

At noon, Friday, there will be luncheons for the Primary Teachers, the Intermediate and Upper Grade Teachers and the Phi Delta Kappans.

Friday afternoon will be given over to department meetings which will begin at 1:30 o'clock.

The Department of County Superintendents and Rural Teachers will meet in the Women's Gymnasium, Academic Hall, Miss Esther L. Knechans presiding. There will be a demonstration of the teaching of a rote song by the (1) psychological method and (2) the logical method by Miss Wilhelmine L. Vieh, Professor of Public School Music, State Teachers College. Dr. Florence Hale will deliver an address which will be followed by a round table discussion, led by Lillian Allers, and a business meeting.

The Department of Superintendents and High School Principals will meet in the College auditorium with Mr. George R. Loughhead presiding. Dr. W. P. Dearing will address this gathering on "America Goes to School." There will also be an address on "Guidance for High Schools" which will be followed by the regular business meeting.

The Department of Grade Teachers will meet in the Art Room of the Agriculture Building. Miss Flora Burton is Chairman of this Department. There will be music by the Boys' Choir of the May Greene School. Dr. C. E. Germane will speak on "Some Significant Factors Sometimes Overlooked." Miss Alma Schrader will speak on "The Value of a Spelling Survey."

The Department of Primary Council will meet in the gymnasium of the Education Building. Miss Ethel Barnes, Chairman of this Department announces the following program: Music by public school children to be followed by a talk "The Interpretation of Teaching Poetry" by Miss Mary Shade of Caruthersville. "Preparation for Reading Readiness" will be the subject of the talk by Miss Nell V. Carter, Supervisor of the Primary Grades, Teachers College. Dr. C. E. Germane will address the group on "Some Mental Hygiene Problems in Primary Grades."

The Department of History and Social Science will meet in Benton Hall, R. McCoy Moyers, Chairman. "The Contract Plan" will be discussed by Miss Naomi Pott, Cape Girardeau and Dean Vest C. Myers of the Teachers College. Dr. W. P. Dearing will talk on "The Other Fellow."

The Department of Physical Training will meet in Hesperian Hall with B. I. Howard as Chairman. F. J. Courleaux of Cape Girardeau will discuss "Tournament Officiating." Mr. H. E. Detherage of the State Department will speak on the "State Program of Physical Education" which will be followed by round table discussion.

The Department of Practical Arts will meet in Room 307, Academic Hall with Miss Bedford as Chairman. Miss Edna Haman will talk on "Recent Application of Art" and Miss Dorothy Seabaugh will talk on "Art in Modern Education." There will be open discussion led by Miss Bedford.

The Department of Agriculture will meet in the lecture room of the Agriculture Building with Mr. E. C. O'Neal as Chairman. General agriculture will be discussed by Fred Lewallen and vocational agriculture will be discussed by Ruthford Limbaugh.

The Department of Home Economics will meet in the dining room of the Home Economics Building. Mrs. Helen Dillman Baker is Chairman of this department. "Scoring Home Projects" will be the subject of the talk by Miss Isabell Hess of Sikeston. Miss

Nancy Jane Wright, Historian of the Future Home Makers Project Camp of Missouri, will talk on the Camp. A general discussion will be led by Mrs. Nell Wright of Fredericktown.

The Department of Music will meet in Webster Hall, Frieda Reick, Chairman. There will be discussions on phases of music education by a number of music teachers of this section of the State. Mr. Edgar C. Taylor of St. Louis will address the group on "Looking at Music from the Standpoint of the School Administrator."

The Department of Physical Science will meet in the chemistry lecture room. Mr. W. A. Buckner is Chairman of this department. There will be a demonstration and discussion of new testing methods for use in science by Geo. V. Emery, Professor of Physics, State Teachers College. Professor A. C. Magill of the College will give a demonstration, in which students will take part, of an investigation of student resourcefulness.

The Department of Language will meet in Room 205 of the Agriculture Building. This will be an informal meeting of the teachers of Latin, French, and Spanish. Matters of interest to language teachers will be discussed and plans made for a department meeting at the October Institute of 1934.

At 3:15 there will be a football game between the Teachers College and the Northwest Missouri Teachers College. The visiting teachers will be the guests of the Retail Merchants' Division of the Cape Girardeau Chamber of Commerce.

The Alumni of the Teachers College will hold their annual dinner in Albert Hall at 5:30 o'clock Friday evening.

The Fourth General Session will be held at 8:00 o'clock Friday evening with President W. R. Sewell presiding. Singing will be led by Walter Jenkins and there will be a concert by the All Southeast Missouri Chorus. Dr. Florence Hale will address the meeting which will be followed by the presentation of the new president.

Slogan: "100% Everywhere"

SOME OF SPEAKERS ON ST. LOUIS PROGRAM—Nov. 9-11, 1933

President Lotus D. Coffman, University of Minnesota.
 Dr. Edmund deS. Brunner, Teachers College, Columbia University.
 Dean William F. Russell, Teachers College, Columbia University.
 Charl O. Williams, Field Secretary, National Education Association, Washington, D. C.
 Dr. Hugh S. McGill, American Sunday School Association.
 President Theo. W. H. Irion, Columbia.
 Hon. Paul V. McNutt, Governor of Indiana.
 Supt. W. F. Knox, Jerson City.
 Pres. W. W. Parker, State Teachers College, Cape Girardeau.
 Dr. George H. Rosenlof, High School Inspector, State Department of Education, Nebraska.
 Miss Sally B. Tannahill, Teachers College, Columbia University.

CONVENTION OF THE SOUTH CENTRAL MISSOURI TEACHERS ASSOCIATION

Rolla, October 19-20, 1933.



Pres. Carl A. Baldwin

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Secy. B. P. Lewis

Thursday, October 19

The South Central Missouri Teachers' Association program will begin Thursday afternoon, October 19, at one-thirty p. m., with an address by Miss Florence Hale, of New York City, President of the National Education Association in 1931, and editor of the "Grade Teacher." Miss Hale is an outstanding speaker putting great enthusiasm into her public addresses. She is an educator of national renown. She will speak Thursday afternoon and again Thursday night at Parker Hall.

President W. P. Dearing, of Oakland City College in Indiana, will address the teachers Thursday night. President Dearing so electrified his audience by his wonderful addresses in the State Convention at Kansas City that all were eager to have him address them again at our district meetings. The subject of his address will be, "The Fine Art of Appreciation."

Friday, October 20

Wm. A. McAndrew, was formerly assistant superintendent of New York City Schools and for many years superintendent of the Chicago School system. He is now editor of Education Review and School and Society. He will speak Friday morning. Superintendent McAndrew has been known and loved by all teachers who hear him because of his sympathetic and intelligent understanding of their problems.

Dr. T. W. H. Irion, President of the Missouri State Teachers' Association will speak Friday afternoon. Superintendent Chas. A. Lee, of Jefferson City, and Mr. E. M. Carter, Secretary of the Missouri State Teachers Association and Business Manager for the School and Community, will furnish the main addresses of an All-Missouri program Friday afternoon.

The teachers will be given a rare treat in the way of one of the most outstanding movie pictures of the season. There will be several bands and other musical and entertainment features on the program.

WHAT IS ECONOMY IN EDUCATION?

William Trufant Foster

Director, Pollak Foundation for Economic Research, Newton, Mass.
This article is taken from a broadcast over station WNAC, Boston, under the auspices of the Massachusetts State Department of Education.

WHAT is economy? We are not quite sure. The answer *seems* to be saving money, instead of spending it. That sounds simple. But when we ask how we can be sure that there is any *real* economy in saving money, the question does not seem so simple.

For example, there is the well-known case of the farmer who saved hay. He said he cal'lated that if he fed his donkey, each day, a little less hay than the day before, he would train his donkey to live without eating at all. The experimentation was a great success until one day the donkey—who probably did not understand the scientific theory underlying the

experiment—up and died. Anyway, the farmer saved his hay.

Then there is the story you read the other day of the poor old man of Maine, who was found, dead of starvation, on a dirty mattress, in a shabby, leaky, unpainted cabin. He was given a pauper's funeral.

What to do with the cabin was the next question. The best thing to do, everybody agreed, was to touch it off with a match. But just then, somebody noticed a piece of green paper sticking through a hole in the mattress. It proved to be money.

Quickly the mattress was ripped open. Out came coins, Federal Reserve notes, and gold galore.

The Poor Old Man of Maine!

He had chosen the lowest possible standard of living, while his very deathbed was stuffed with enough purchasing power to enable him to live in affluence.

This rich old miser did not suffer in vain, for the tragic drama in which he was the sole actor puts the limelight upon a timely truth. This man's standard of living was not measured by his command over the products of labor. His standard of living resulted, not from what he might have consumed, but from what he *did* consume. That is equally true of all of us. A higher standard of living is a larger per capita volume of consumption.

Now, at this time, the standard of living of the people of the United States is too low, because too much purchasing power is stuffed in old mattresses, or in safe deposit boxes, or kept from circulation in idle bank deposits. Right now

this country as a whole, is hoarding too much and spending too little. It is wasting its substance in riotous saving. Only in degree does the folly of the United States differ from the folly of the Poor Old Man of Maine.

And so, when anybody insists that it is economy to save more money, by cutting down school expenditures, we should remind him of the thrifty farmer who saved his hay and let his donkey die, and the thrifty old man of Maine who tried a similar experiment on himself.

Certainly, we all favor economy in education. But is it *economy* to spend millions of dollars in preparing teachers, and then not allow them to teach? Already we have closed our school doors to 50,000 teachers. We don't need them to saw wood, or sell bonds, or tend spindles. Every vocation has its surplus workers. Cutting down the school rosters lengthens the breadlines. This is not economy. This is waste. It is the most tragic of all wastes—the waste of human beings.



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OUR RURAL SCHOOLS

By Miss Ada Boyer

THE RURAL SCHOOL NEWS

The teacher who has done her work well has a position this year. A good way to let others know how well you do your work is to publish the school paper—The District News. It is truly a cheap paper worth its weight in gold. It is not expensive, is a trifle of trouble, but no teacher will be without it, once she knows its inestimable value.

Purchase a quart can of hektograph filler, a bottle of hektograph ink (or hekto carbon for typewriter), and five hundred sheets of paper. Cost: \$1.40, \$.25 and \$.60 respectively. Get shallow pan the size of paper desired, follow directions given on can, let cool and then it is ready.

Print original copy on good paper. Let ink dry. Dampen hekto surface with cloth. Have surface nearly dry if ink is used but slightly damp if carbon copy is used. Lay original down upon surface (face downward) for forty-five seconds. Lift and then run off copies of paper by laying down the sheets and raising them quickly to get the impression. When finished, wash hekto well and much ink will be removed. Either hand printed or typed, the paper looks best printed in two columns.

Keep hekto in moderate temperature. If too hot, ink sinks too quickly and surface will pull up. If too cold, surface will not take ink.

Our school has found it wise to follow this rule: Never put anything other than the good into the paper. If Johnny is absent, ill, or tardy, he deserves no mention. Even visitors in his home are not worthy of space. If he is present each day, does work which shows improvement, or superior work, then he deserves mention. School papers die when they carry the trite personal items found in county papers. Notices to parents are printed; dates when school is dismissed

are important (and often misunderstood by children); and any work connected with the school in the way of something different is always welcomed by subscribers.

Methods of getting news are: let school choose reporter for the week; let one class, under its own chairman, go to back of room and work together with one to write items on board, one to copy for the editor, and the chairman to take charge; let C class write with teacher's help.



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[They learn paragraphing better this way than any other way.] Let each child write all items and pick the best, publishing it with his name; putting in list of attendance, good grades, improvement, etc. helps; teacher can add any editorial she wants; poems, story, etc. can be put in.

Our patrons pay twenty-five cents a year for the paper. It is given out each Monday and is a single sheet eight by eleven, with any overflow material on

the back. Many with no children in school take the paper. Little is said about subscription money for usually the ones who would not take it need the information worst, so paper is sent to all, and names of those paying are published. This brings enough to pay for the copies each week.

Try the school paper. It has done more to make my work worthwhile than any other single factor.

A CALL TO THE TEACHERS OF THE NATION

AN APPEAL to the teachers of America "to emancipate themselves completely from the domination of the business interests of the nation," and to help strip the present economic system of evils by which a privileged caste obtains the lion's share of the wealth and income, is made in a manifesto issued by the Committee of the Progressive Education Association on Social and Economic Problems.

This committee, under the chairmanship of Professor George S. Counts of Teachers College, Columbia University, declares that "the progressive minded teachers of the country must unite in a powerful organization, militantly devoted to the building of a better social order."

The committee's manifesto points out America has everything needed to banish poverty, with modern machines "capable literally of deluging men with goods and services of every description."

Under such conditions, it asserts it is possible to "bring economic activity into a balanced program of living, and engage in the building of a truly humane, beautiful and majestic civilization."

Notwithstanding the fact that America is a land of almost boundless plenty, the committee declares that a small privileged minority get most of the nation's wealth and income and that "for all except the most favored, life is an endless battle either for the

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daily diet for most part is so deficient in. Ask any scientific dentist the relation between chewing gum and health. There is a reason, a time and place for gum.

simple necessities or for social status founded on the acquisition and display of property."

"Even during the much-vaunted period of prosperity ending in 1929," the manifesto states, "certain great industries, such as agriculture, coal and textiles, were in a state of chronic depression, and sixty per cent of the population were living below the level of comfort and decency."

It asserts that "under the existing economic system natural resources are exploited without regard for the future, the interests of property are placed above human rights, and the struggle for material gain tends to corrupt the moral, the political, and the aesthetic life of the nation."

"If men must suffer," declares the committee, "they should do so with heroism; if they need not, they should revolt. In the present age they should accept no apologies for a social system that fails to make full use, for the benefit of all, of the productive resources of the nation. Such a spirit should be bred in them from earliest infancy."

The manifesto urges that "short shrift" be made "of those men in posts of power who, while evading income taxes and indulging in every extravagance, seek to propagate a defeatist attitude among the people, give out a counsel of despair with regard to the future, argue that material prosperity for the masses is sinful, that the day of opportunity for the common man is over, that the great majority of the population must accept a reduction in the standard of living."

"Capitalism," it adds, "with its extremes of poverty and riches and its moral degradation of millions, makes an empty farce of our democratic professions and dooms multitudes of children to lives of severe privation."

It states further that teachers, as guardians of childhood must know that the multitudes of children so doomed "will have to forego not only the luxuries which are literally showered upon their more fortunate brothers and sisters born to wealth and privilege but even those things demanded by the laws of physical and mental health. Teachers can never be reconciled to a social order that even in the days of 'prosperity' needlessly violates the dearest loyalties of their calling. Consequently, they must work boldly and without ceasing for a better social order."

Ultimately school revenue comes from all who labor by hand or brain, the manifesto points out, and adds: "This the teachers should never forget. Their loyalty, therefore, goes to the great body of the laboring population—to the farmers, the industrial workers, and the other members of the producing classes of the nation. They owe nothing to the present economic system, except to improve it; they owe nothing to any privileged caste, except to strip it of its privileges."

"They will have to emancipate themselves completely from the domination of the business interests of the nation, cease cultivating the manners and associations of bankers and

promotion agents, repudiate utterly the ideal of material success as the goal of education, abandon the smug middle-class tradition on which they have been nourished in the past, acquire a realistic understanding of the forces that actually rule the world, and formulate a fundamental program of thought and action that will deal honestly and intelligently with the problems of industrial civilization."

The manifesto advocates a broad program of adult education to bring to the parents of the nation full knowledge of the richer standard of living a more humane social order would bring to adults and children alike if America's resources were utilized for the good of all instead of for the profit of a few.

The manifesto urges teachers as American citizens to fight not only for their own rights in matters of tenure, compensation and formulation of educational policy, but also to oppose efforts to publishing houses, business interests, privileged classes, and patriotic societies to prescribe the content of the school curriculum.

The committee warns teachers that they will be crushed if they make such a fight as individuals. It appeals for a powerful organization of teachers "equipped with material resources, legal talent and trained intelligence necessary to wage successful warfare in the press, courts, and legislative chambers of the nation."

"To serve the teaching profession of the country in this way," the manifesto concludes, "should be one of the major purposes of the Progressive Education Association."

Farmers Week Program Gives Prominent Place to Rural Education

Dean T. W. H. Irion to Open Program.

IN BUILDING A FARMERS' Week program around the major country life problems of the present day in Missouri, the University of Missouri College of Agriculture has given first-night position to the crisis in rural school finance, says R. R. Thomasson, director of Farmers' Week for the College. To discuss this topic the College has engaged Dr. T. W. H. Irion, Dean of the School of Education of the University of Missouri and president of the Missouri State Teachers' Association. Dr. Irion will appear on the Tuesday evening program, October 17, in Jesse Auditorium.

At the evening and forenoon mass meetings during Farmers' Week, October 17, 18, and 19, other current conditions affecting the farm, the farm family, and the rural community will be discussed by competent authorities selected from leaders throughout the United States.

Dr. Irion was asked if the teacher-training program of the last twenty-five years had been effective in producing a finer type of teacher. His quick reply was:

"Yes, indeed! If you examine the reports of 1920 you will find that in that year many of our teachers in Missouri had less than a high school education. In 1900 very few had training beyond the high school. In 1930 only about three per cent had only a high school education and they were graduate of high school teacher-training departments. In this same year almost one-third of Missouri's teachers had completed more than four years of college work. This improved education and training of teachers results directly in improved instruction in our public schools."

The next question was, if teachers are better trained possibly we do not need but six or seven months of school to teach children what they should learn. This suggestion seemed to arouse the Dean considerably. His answer was very emphatic.

"Only unthinking people could come to such a conclusion. In the first place, as already indicated, the really capable individual will drop out of the profession as soon as he can find other employment if the conditions I have already described continue to exist. But the real answer to your question is this: The future education of America and rural America will require far better teachers than we have ever had. As things are going now, we may expect an entirely new social order within the next decade or two. Such changes can not be made safely except through the patient efforts of wise, well-trained teachers who can create a respect for law and order and government and institutions. Children must have a much better and a longer period of education in the immediate future than in the past. Neglect education, rob your rural school system of adequate support, and you will reap a harvest of disorganized, rebellious society."

Dean Irion, who is to discuss "The Crisis in Rural Education," the evening of October 17, was reared in Missouri and attended a Missouri rural school in his boyhood. His experience as a teacher and a school executive has included all the steps from the one-room country school to the State University.

"My first teaching efforts were in a small rural school in Cape Girardeau county," said Dean Irion recently, when interviewed by a representative of School and Community. "I have also taught in the rural schools of St. Louis county. My work within recent years has given me many contracts with county school superintendents and I believe that I understand the problems which the rural people face in trying to provide good educational opportunities for their children."

"There are many things which should be adjusted and modified in our educational system, but many of these changes will not be made except through the farmer himself. I have long ago given up the idea that you can stand by and tell people what they must do and how they must manage their affairs. As I see it, rural education will have to be improved by the farmer himself after he has been supplied with the proper information."

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The Missouri State Teachers Association is not organized for the purpose of imposing its own ideas upon the people of the State. It is our constant endeavor to secure accurate information about the educational situation throughout the entire State and to transmit this information to the people so that they may have the actual facts necessary to work out the problems which confront them."

When asked what he thought of the present educational situation Dean Irion replied by saying:

"The situation is a very serious one indeed. I believe that the crisis in education is even greater than it was at the time of the World War. Due to the scarcity of funds and the financial and economic disturbances of our country, people have been compelled to practice most rigid economies, not only in their personal lives but also in the management of their public institutions. This is not without great benefits to the State. However, in many instances economies have been poorly planned and the outcome has been to save a little money at the cost of a tremendous loss in the effectiveness of the work of institutions. This is particularly true in connection with rural schools. The New School Law enacted in 1931 was particularly designed to help out the rural school situation. It is a good law and is considered one of the six or seven outstanding school enactments in the

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United States. What this law needs now is proper financing. There are interests in the State which think it is to their advantage to reduce the state expenditures even at a sacrifice of the educational system of the State. Their vision is, of course, exceedingly limited, yet in the name of economy it is possible for them to spread influences which will result in a still further crippling of the school system, especially the rural school system of the State."

When asked how the teachers had been affected by the present crisis, Dean Irion made the following reply:

"Our first interest is in the proper education of the children and the young people of Missouri. The rural school boys and girls have as much right to good schooling as the young people of our cities. We are interested in teachers only in so far as good teachers make good schools. It is true that teachers' salaries have been reduced, in many cases almost to the vanishing point. There are many teachers who are carrying on their work this year for far less than the wages paid to clerical and factory workers under the NRA codes. The outcome of this reduction in the wages of teachers will be felt not only this year, but in years to come. As soon as industrial and economic conditions improve slightly, the more intelligent teachers will drop out of the profession to take up work in other fields. This will mean that within a few years our schools will be staffed by mediocre and inferior teachers. Of course, the

children of the State will be the ones who will pay the price in that their education will be of a very inadequate type. A cheap teacher is always expensive in that she usually is not worth even the little money which she gets. Last year, many teachers were not able to collect their full salaries. In numerous instances teachers taught for two or more months without receiving pay. That kind of thing can not go on for many years without serious injury to education. And, of course, no self-respecting community really wants its teachers to give services without compensation."

MISS CHARL O. WILLIAMS

Has First Page Article in Magazine Section of St. Louis Globe-Democrat.

The leading article in the magazine section of the "Globe-Democrat" of Sunday, September 24th was entitled "America's School Crisis" and was written by Miss Charl O. Williams, Field Secretary of the N. E. A.

In the article, Miss Williams described conditions as they exist in several sections of the country. A New Mexico normal school charges \$16.00 a month tuition, allows half to be paid in produce. Cows, sheep, goats, chickens, turkeys, beans, corn, wood, etc.

In Seattle, a little girl offered to exchange for tuition a grocery order the family had received from a charitable organization.

In Vermont, the ladies held whist parties and food sales to pay the fuel bill at the school house.

In a far western city, a woman with four children who had nothing else to give toward keeping the school open offered to do the teacher's laundry.

In the southwest, teachers meet in the county supervisors office on each Saturday to mimeograph lessons. The children and the district are too poor to buy books.

One school bus driver offers his time and truck free after having exhausted his cash and credit for gas.

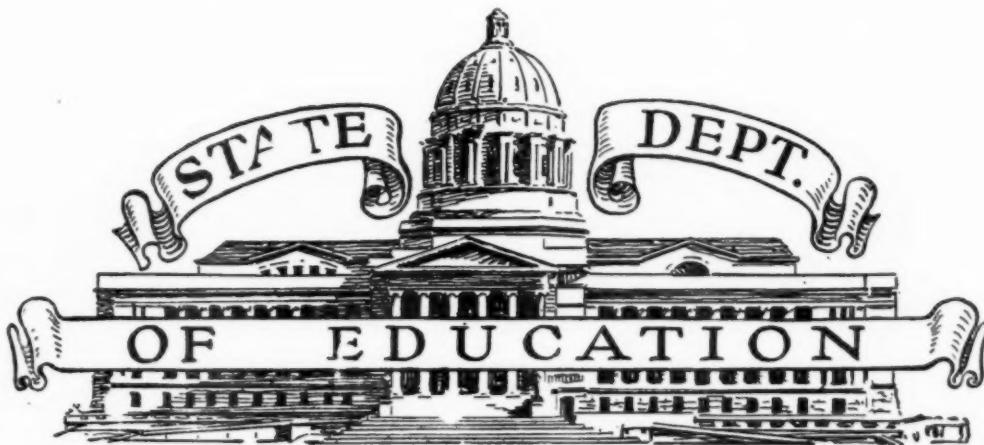
In cities, the practice of teachers providing clothing and food to keep needy children in school is almost universal, says Miss Williams.

Vital subjects which, simply because of their relative newness, are termed fads and frills, are very generally dispensed with says the author, who points out the very grave and immediate danger of this process, especially as it relates to health education and services.

Miss Williams concludes her very challenging article with these statements:

"Education does not need or ask an unreasonable amount of the public funds. For instance, the average citizen of Wisconsin, where schools rank high, spends about three per cent of his income for education, and for every dollar he spends on the schools he pays out six for his automobile.

"The education of all children must be the concern of everybody, for no child grows up a citizen of his community only. He is a citizen of his state and of the nation. A closed school in a rural district affects not only that locality and those children who would attend it; its influence will extend throughout the country and will be felt for a generation."



QUARTERLY EXAMINATION QUESTIONS

THE STATE DEPARTMENT of Education cannot this year furnish quarterly examination questions for the A and B classes of rural elementary schools. This is because of a lack of funds for printing. Instead of sending out a copy for each pupil, these quarterly questions will be prepared by the State Department of Education and printed in *School and Community* so that teachers may use them in whatever way seems most practicable. Mimeographed copies may be made, or, where there are only a few pupils, carbon copies may be used. With some tests, e. g., true-false or selection, the questions may be read or placed on the blackboard and the pupils write the answer.

Name of Pupil _____
 School _____ County _____
 Grade _____ Test Score _____

AGRICULTURE—A Class

Those pupils who have studied both wheat and oats this quarter will take the test in Part I and Part II. Those who have studied only wheat will take Part I. Those who have studied only oats will take Part II.

Part I—Wheat

Suggested Time: 15 Minutes

A. Some of the following statements are true; some are false. Place the letter T before those statements which are more nearly true; place the letter F before those statements which are more nearly false.

- 1. Wheat production in the United States was practically unknown before the Civil War.
- 2. Pasturing wheat is always harmful to the wheat crop.
- 3. Wheat should be dry when it is placed in storage so that it will not heat.
- 4. As a rule, when the prices of food stuffs in general are high, the price of wheat will be low.
- 5. The production and price of wheat has recently been a problem of national concern.
- 6. Missouri is considered as being in the group of soft-red-winter-wheat states.
- 7. Wheat thrives best in the temperate zone.
- 8. The chinch bug is destructive to wheat.

- 9. Stored grain may be damaged by stored-grain insects such as weevil.
- 10. Wheat is less important in international trade than other crops.
- 11. Spring wheat yields better than winter wheat where both can be grown.
- 12. There is more spring wheat than winter wheat grown in the United States.
- 13. Soft wheat flour is especially desirable for pastries.
- 14. Plowing land for winter wheat two or three months before seeding time increases the yield.
- 15. Wheat is extensively used for late-fall and early-spring pasturage in the hard-winter-wheat belt.

B. In the blank spaces in the following exercises write the word which will make the statement correct.

16. The grade of wheat is determined by the _____ content of the wheat, the damaged kernels, if any, foreign material known as _____, the presence of rye and other grains.
17. One of the most destructive insects to wheat is the _____ fly.
18. Winter wheat is sown in the _____; spring wheat is sown in the _____.
19. A combined harvesting and threshing machine is used much in the western wheat belt. This machine is called a _____.
20. There are _____ market grades of wheat.

Part II—Oats

Suggested Time: 15 Minutes

A. Fill in the blanks in the following with the word or words which will make the statement correct.

1. Oats should be sown at a depth of _____ to _____ inches to give the best yields.
2. In crop rotation, oats most frequently follows _____.
3. Oats should be cut when the _____ have turned yellow, and the leaves are beginning to turn.
4. The leading oat producing region is found in the _____ central states.
5. Three varieties of oats are _____, _____, and _____.
6. The selling price of oats at my nearest terminal market at the present time is _____.
7. If on an oat field of 50 acres the yield is 20 bushels per acre, the value of the oat crop at 40 cents per bushel would be _____.
8. In the United States, the two crops exceeding oats in amount of acreage are _____ and _____.

9. The principal oat producing country in the world is -----.
10. Oats are sometimes sown broadcast but seeding with a ----- gives larger yields.
- B. Some of the following statements are true, some are false. Place the letter T before statements which are more nearly true than false. Place the letter F before those statements which are more nearly false than true.
- 11. Oats are best suited to a cool moist climate.
- 12. Oats are grown more successfully in the southern sections of the United States than in the northern sections.
- 13. The seed should be planted in low rich soil to which rich fertilizer has recently been added.
- 14. Ground for oats should be plowed in the preceding autumn if they are sown in the spring.
- 15. From two to three bushels of oat seed per acre are usually used.
- 16. The oat crop in Missouri is usually harvested in August or September.
- 17. The average yield of oats per acre in the United States is about thirty bushels.
- 18. Chinch bugs frequently harm the oat crop.
- 19. Oats are valuable as food for stock but not for human beings.
- 20. The United States raises over one-third of the oat crop of the world.

Key

AGRICULTURE—A Class

Part I

- A. 1. F; 2. F; 3. T; 4. F; 5. T; 6. T; 7. T; 8. T; 9. T; 10. F; 11. F; 12. F; 13. T; 14. T; 15. T.
- B. 16. moisture; 17. Hessian; 18. fall, spring; 19. combine; 20. five.

Part II

- A. 1. one, two; 2. corn; 3. heads; 4. North; 5. (give credit for any three varieties); 6. Determine from daily paper as quoted from Kansas City or St. Louis market; 7. \$400; 8. corn, wheat; 9. United States; 10. drill.
- B. 11. T; 12. F; 13. F; 14. T; 15. T; 16. F; 17. T; 18. T; 19. F; 20. T.

ARITHMETIC—A Class

Suggested Time: 25 Minutes

- A. Some of the following statements are true, some are false. Place the letter T before true statements; place the letter F before false statements.
- 1. A general sales tax is said to be the fairest kind of tax.
- 2. One-third of all gasoline tax goes for the support of public schools.
- 3. 125% of anything is more than 150% of it.
- 4. .025% of anything is more than 25% of it.
- 5. The original price of goods is called the list price.
- 6. Most of the money to run the state, county and local governments comes from taxes on buildings, land and other property.
- 7. Budget making is more essential in business than in the home.
- 8. Public school buildings, hospitals, charitable institutions and churches are not taxed.
- 9. The amount of taxes to be paid equals the assessed valuation divided by the rate.
- 10. Taxes are paid only on land values.
- 11. Cash discount is discount given for prompt payment.
- 12. Taxes are of two kinds, direct and indirect.
- 13. The number of decimal places in the product is the sum of the number of places in the factors multiplied.
- 14. 7 is 50% of 14.
- 15. 14 is 200% of 7.
- B. Fill in the blanks with the word (or words) which will make the statement correct.
16. Men often buy or sell for others and receive as their pay a certain per cent of the buying or selling price. This per cent is called -----.
17. Merchants often reduce the price of their goods in order to bring in trade or to dispose of stock which they do not wish to carry over another season. When this is done, the merchants are said to sell at a -----.
18. Taxes on incomes are called ----- taxes.
19. A plan or estimate for the expenditure of a given income is called a -----.
20. Money collected to meet the expenses of all the common needs of our citizens is called -----.

C. Answer the questions or follow the directions given in the following:

21. What per cent of 10 is 8? -----
22. Write 20% as a decimal. -----
23. Write 5% as a common fraction. -----
24. 8 is what per cent of 10? -----
25. 25 is what per cent of 75? -----
26. What is 5% of 40? -----
27. What per cent of 75 is 15? -----
28. Find the number of which 100 is 5%. -----
29. What is 33 1/3% of 99? -----
30. What per cent of 1 is .5? -----

D. Solve the following problems:

31. An agent purchased \$950 worth of furniture and charged a commission of 4%. What was his commission? -----
32. An agent sells 500 pounds of butter at 38c a pound and charges 6% commission. How much does he receive? -----
33. Sixty-cent candy was marked down 25% at a special sale. What was the reduced price? -----
34. A book originally costing \$1.50 was sold second hand at a discount of 40%. What was the price paid for the book second hand? -----
35. A community having a population of 14,800 paid \$80,720 last year as its share of the expenses of the state government. How much was this per person? -----
36. A man with an income of \$12,000 pays the government an income tax of \$168.75. What per cent of his income does he pay? -----
37. A man's property is assessed at \$8200 and his tax bill is \$185.32. What is the rate in dollars per \$1000? -----
38. A company advertised a furniture sale in August allowing 25% off. What was the sale price of a table that regularly sold for \$47.00? -----
39. What would a wardrobe trunk cost at a sale allowing 1/5 off if the regular price was \$45.00? -----
40. A picture was marked \$15.00. When it was bought for a schoolroom, a price of \$12.50 was allowed. What was the rate of discount? -----

Key

ARITHMETIC—A Class

- A. 1. T; 2. F; 3. F; 4. F; 5. T; 6. T; 7. F; 8. T; 9. F; 10. F; 11. T; 12. T; 13. T; 14. T; 15. T.
- B. 16. commission; 17. discount; 18. income; 19. budget; 20. taxes.
- C. 21. 80; 22. .20; 23. 1/20; 24. 80; 25. 33 1/3; 26. 2; 27. 20; 28. 2000; 29. 33; 30. 50.
- D. 31. \$88.00; 32. \$11.40; 33. 45c; 34. \$.90; 35. \$5.45+; 36. 1.4+%; 37. \$22.60; 38. \$35.25; 39. \$36.00; 40. 16 2/3%.

ENGLISH—A Class

Suggested Time: 25 Minutes

- A. Fill in the blanks correctly with the names of parts of speech.
1. A word used to modify a verb, adjective or adverb is an -----.
2. ----- and ----- are connecting words.
3. A ----- is used in place of a noun.
4. An ----- describes the meaning of a noun.
5. The two parts of a sentence are ----- and -----.
- B. Place a cross above the nouns, a line below the adjectives, and a circle around the verbs in the following sentences:
6. The blizzard began in all its fury.
7. Oxen were trained to pull the heavy wagons.
8. The pitcher threw a swift ball over the plate.
9. Out of the waves of the rolling sea the golden sun arose.
10. A sunny disposition is invaluable.
11. Shallow water makes the most noise.
12. He who plants a tree plants a hope.
13. The old man's voice seemed like an echo of the past.
14. The boy was listless and unprepared with his work.
15. It was a dreary, drizzly day.
- C. Underline the correct word within parentheses for the following sentences:
16. I like (this, these) sort of apples.
17. Both girls are pretty, but Jane is the (prettier, prettiest).
18. Which is the (larger, largest) California, Texas or Montana?
19. This is the finest of (all, all other) buildings.

given

20. It is finer than (any, any other) building.
- D. In the following sentences underline once the simple subject of each sentence, underline twice the simple predicate:
21. The aviator in his new aeroplane flew above the clouds.
22. Near the shore tall palms grew.
23. The waves broke on the shore with a booming sound.
24. The snow in the fields melted rapidly.
25. The flooded rivers carried bridges away.
- E. Underline once the adjective modifiers in the following sentences:
26. Mount Vernon is a beautiful old house shaded by elm trees.
27. At the rear there is an old-fashioned garden.
28. Instead of hard coins his fingers touched warm, soft curls.
- F. Underline the adverb modifiers in the following:
29. The boy slowly took off his coat and hat, then carefully folded his muffler and deliberately put it into the pocket of his overcoat.
30. The little girl looked thoughtfully at her injured puppy.
- G. Write in the blanks of the sentences which follow, the adjective or adverb within parentheses which makes the sentence correct.
31. (neat, neatly) The girl looked -----.
32. (fiercely, fierce) The dog was -----.
33. (careful, carefully) The girl was -----.
34. (badly, bad) The thief was a ----- man. He behaved -----.
35. (skillful, skillfully) The machinist was -----.
- He did his work -----.
- H. 36-40. Write from memory a quotation of at least five lines from a poem you have learned this quarter.

Key
ENGLISH—A Class

- A. 1. adverb; 2. preposition, conjunction; 3. pronoun; 4. adjective; 5. subject, predicate.

B. cross above	line below	circle around
6. blizzard	the	began
7. fury	all	
7. oxen	the	were
wagons	heavy	trained
		pull
		threw
8. pitcher	swift	
ball	the	
plate	a	
	the	
9. waves	the	arise
sea	the	
sun	rolling	
	golden	
10. disposition	a	is
	sunny	
	invaluable	
11. water	shallow	makes
noise	most	
	the	
12. tree	a	plants
hope	a	plants
	the	seemed
13. man's	old	
voice	an	
echo	the	
past	the	was
14. boy	listless	
work	unprepared	
	a	was
15. day	dreary	
	drizzly	

- C. 16. this; 17. prettier; 18. largest; 19. all; 20. any other.

- D. Underline once
21. aviator
22. palms
23. waves
24. snow
25. rivers
- E. 26. beautiful, old, elm
27. old-fashioned
28. hard, warm, soft
- F. 29. slowly, carefully, deliberately
30. thoughtfully
- Underline twice**
- flew
- grew
- broke
- melted
- carried

- G. 31. neat, neatly; 32. fierce, fiercely; 33. careful, carefully; 34. bad, badly; 35. skillful, skillfully.
- H. 36-40. Give credit for any correctly written words of five lines or more.

ELEMENTARY SCIENCE—A Class

Suggested Time: 20 Minutes

- A. Some of the following statements are true, some are not true. Place the letter T before true statements; place the letter F before false statements.

- 1. Nitrogen is necessary for the life of both plants and animals.
- 2. Nitrogen is easily detected because of its odor.
- 3. Clover and other legumes provide nitrogen for soil.
- 4. Nitrogen is obtained by most plants from the soil.
- 5. The earth is not a true sphere but is slightly oblate in form.
- 6. Latitude is used to designate the distance of any point on the earth north or south of the equator.
- 7. A degree of latitude is always equal to the same distance in miles.
- 8. Plants always absorb oxygen and return carbonic acid gas to the air.
- 9. The proportion of gases in the air varies with place and height.
- 10. Lavoisier was a scientist who first discovered facts about the revolutions of the earth.

- B. Answer the following questions or follow the directions given.

11. What is the approximate diameter of the earth?
12. What is the approximate circumference of the earth?
13. How long are all days and nights at the equator?
14. What per cent of the air is oxygen?
15. What is oxidation?
16. What two movements of the earth are considered in its study?
- 17-20. Name the four standard time belts in the United States.

Key

ELEMENTARY SCIENCE—A Class

- A. 1. T; 2. F; 3. T; 4. T; 5. T; 6. T; 7. F; 8. F; 9. T; 10. F.
- B. 11. 8,000 miles; 12. 25,000 miles; 13. 12 hours; 14. about 21%; 15. the process which takes place when oxygen is chemically combined with any other substance; 16. movements in its orbit around the sun, revolution on its own axis. 17-20. Eastern, Central, Mountain, Pacific.

HEALTH—A Class

Suggested Time: 15 Minutes

- A. Fill in the blanks in the following sentences with the correct word or words:

1. The red color of the blood is due to red -----.
2. When these are loaded with ----- from the air they are bright red.
3. The blood going away from the heart flows in tubes called -----.
4. On the way back to the heart, the blood flows in tubes called -----.
5. The "pump" which pushes the blood through the arteries is called the -----.
6. The liquid part of the blood is called -----.
7. The heart is a pear-shaped hollow mass of ----- about the size of a man's fist, lying between the -----.
8. The Missouri state sanatorium for tubercular patients is located at -----.
9. Muscular movements which occur without any definite effort are called -----.
10. The action which occurs when a finger accidentally touches a hot stove and is drawn away as quick as a flash is called ----- action.
- B. Some of the following statements are true, others are not true; before those statements which are true, write the letter T; before those which are not true, write the letter F.
- 11. The walls of the blood vessels are elastic.
- 12. The white blood corpuscles contain iron.
- 13. The pulse-beats in children are usually more rapid than in adults.

- 14. A man should consult a physician if he finds his pulse-beat to be 70 per minute.
 ----15. All of the blood in the body may complete its circulatory route in from 20 to 30 seconds.
 ----16. In the lungs, the red corpuscles take up the oxygen from the air which we breathe.
 ----17. The blood is brighter red in the veins than in the arteries.
 ----18. The beating of the heart is caused by the contraction of its muscles.
 ----19. The capillaries are the most important factor in circulation.
 ----20. The blood passing from the heart into the arteries is rich in carbon dioxide.

Key

HEALTH—A Class

- A. 1. corpuscles; 2. oxygen; 3. arteries; 4. veins; 5. heart; 6. plasma; 7. muscle, lungs; 8. Mount Vernon; 9. involuntary; 10. reflex.
 B. 11. T; 12. F; 13. T; 14. F; 15. T; 16. T; 17. T; 18. T; 19. F; 20. F.

READING—A Class

Suggested Time: 25 Minutes

- A. Read the following paragraph, then without rereading it, do the exercises which are given after the story.

The Winged Victory

The statue, The Winged Victory, was carved out of shining white marble, and was placed on a high rock on one of the Greek islands. It represented the goddess of Victory, whom the Greeks called Nike. It was made in honor of a great sea battle which the Greeks had won. Years later the statue was thrown down and broken into pieces. As time passed, the broken pieces of marble were covered with dust and soil, and the famous statue was forgotten. Many centuries went by. At last some men who were digging in the ground came across some of the carved bits of stone. They saw that they were the broken parts of a statue. The pieces were carefully fitted, and in this way the famous Winged Victory was put together once more. But the head and arms were never found, so that the statue is incomplete. Even so, it is one of the most beautiful statues in the world. The goddess is shown standing on the front of a Greek war vessel. In looking at the statue one notices that the wind seems to be blowing the folds of her garment. Though the marble of which this statue is made weighs many tons, the position of the body and the wonderful folds of the dress make it seem as light as the foam of the sea. Only the Greeks could make statues as beautiful as this.

—From "Our Beginnings in the Past"

by Knowlton and Gerson, pp. 194-195.

1. What is the name of the statue described in the paragraph you have just read? -----
 2. What was the name of the goddess it represents? -----
 3. What parts of the statue were never found? -----
 4. Where is the goddess standing as represented in the statue? -----
 5. Of what material is the statue made? -----
- A. According to the story, some of the following statements are true, some are false. Place the letter T before true statements; place the letter F before false statements.
- 6. The statue you have just read about is one of the most beautiful in the world.
 - 7. The statue looks to be very heavy because it is made of marble.
 - 8. The statue was destroyed in a war with the Romans.
 - 9. The Greeks searched for this statue for many years.
 - 10. The statue weighs many tons.
 - 11. The statue represents the goddess of war.
 - 12. The statue represents the goddess, Venus.
 - 13. The statue was covered with dust and soil for many years.
 - 14. Some men who were digging in the ground found the pieces of the statue.
 - 15. The statue was originally placed on one of the Greek islands.
- B. Read the story of Big Ben rapidly but carefully so you will remember what you have read. When you have finished reading, take the true-false test which follows.

The Story of Big Ben

Big Ben—the large hour bell which hangs in the clock tower of the Houses of Parliament—is perhaps

the most universally known bell of modern make. It was first cast on August 6, 1856, at the Warner foundry in the village of Norton. A report of this event in the *London News* states:

"The preparation of the mold had occupied six weeks, and two reverberatory furnaces, capable of melting six tons of metal each, had been built expressly for the purpose of casting this monster bell. . . . The whole of the night previous was a scene of busy industry; and early in the morning the furnaces, having attained the requisite heat, their doors were opened, and the operation of charging, or putting in the metal, commenced, occupying about one hour. In less than two hours and a half, the whole of the metal (eighteen tons) was in a state of perfect fusion. On the signal being given, the furnaces were tapped, and prepared to hold it, before being admitted into the bell mold. The shutter, or gate, was then lifted, and the metal allowed to flow. In five minutes the casting of the bell was complete, the successful termination of which delighted all present, who cordially joined the workmen in three hearty cheers."

About two weeks later the bell had cooled sufficiently to be raised from the pit. The following inscription appeared on its surface: "Cast in the 20th year of the reign of Her Majesty Queen Victoria, and in the year of our Lord 1856, from the design of Edmund Beckett Denison, Q. C.; Sir Benjamin Hall, Baronet, M. P., Chief Commissioner of Works." The bell was named Big Ben in honor of Sir Benjamin Hall.

It was necessary that the bell should be sent by train from the foundry to West Hartlepool, where the boat for London could be employed for its further transportation. The bell was so wide that it would not admit of other trains passing the car which carried it; hence it made the journey by special train on a Sunday, when other trains were not running and both tracks were free for its passage.

When the bell reached London it was conveyed on a low truck drawn by sixteen horses over Westminster Bridge and was deposited in the Palace Yard, where the crowd was so great that the police had great difficulty in making a passage for it.

Experiments with a trial hammer were made to find out how heavy the striking hammer should be in order to bring the best tone from the bell. For some time Big Ben remained in the Palace Yard, and important visitors were allowed to hear the wondrous sound of its deep voice.

One day Big Ben suffered an accident. It was not able, apparently, to bear up under all the strokes of the ponderous hammer, and it cracked, even before it was hung! Some have laid the blame on the heaviness of the hammer, some say it was a fault in the casting, but it is the more general opinion that the metal contained too much tin, and was, therefore, too brittle. The crack was located somewhat as a bicyclist locates a puncture. "Eight men were placed round the bell and carefully watched its circumference. The sound how was wetted all around, and then the rim of the bell was struck. A minute row of tiny bubbles came out, and at once indicated the location of the crack."

Poor Ben then had to be broken up into pieces so it could be carted away, and the metal melted and cast again. The following explanation appeared in the *Illustrated London News*:

"The process by which the enormous mass of metal was reduced to fragments may be told in a few words. Ben was simply lowered from the massive framework which supported him in the corner of the Palace Yard, and laid upon his side on the ground. In this position the great weight of the head of the bell caused it to sink into the earth, so as to leave its mouth, instead of being completely vertical, slightly inclined upwards, yawning like an enormous cavern. From the framework above, an ordinary rope and block were fastened, and with them, by the aid of a windlass, a ball of iron weighing 24 cwt. was hoisted to a height of about 30 feet, and when the proper moment arrived, suffered to fall with all its weight upon Ben.

"The instant the heavy ball reached its appointed height, the string was pulled, and down came the mass inside of Ben's sound bow, and, with a crazy bellow, two pieces, one of about a ton and one of some thousand pounds, were knocked out of his side. After the first blow, the work of destruction went on rapidly, piece after piece was broken out, till scarcely anything but fragments remained of poor Ben, and even these were carted away as fast as possible to Messrs. Mears' foundry in Whitechapel."

Then began the long process of making another mold (for a different foundry undertook the second casting), melting the old metal, and recasting it.

Another journey over Westminster Bridge again brought the new bell in great state, drawn by sixteen horses, to the Palace Yard. The problem of lifting it to its place in the tower was solved by means of a monster windlass and chains forged especially for the purpose. The dimensions of the bell are: Seven and one-half feet in height and nine feet in diameter at the mouth; weight, thirteen tons, ten hundredweight, three quarters, and fifteen pounds, or thirteen tons and 1,765 pounds.

At the time of the second casting an attempt was made to call the bell "Victoria," and later "St. Stephen," but the public would have nothing but "Big Ben," so the old name prevailed.

But an ill fate seems to have kept Big Ben from being perfect. After the clock had struck on Ben for a few months, some small cracks appeared on the outside of the sound bow, opposite the place where the hammer struck. A bit of metal was cut from the crack and analyzed, and the casting was pronounced defective, as it was porous and unhomogeneous. The Board of Works stopped the use of it for two or three years; but so much confusion was caused by striking the hours on one of the quarter bells, that the striking of Big Ben was allowed to be resumed with a lighter hammer (in November, 1863), and the bell was turned a quarter round on the button, or mushroom head, by which it was hung, so the striking hammer would fall in a different place. The cracks do not seem to get deeper, and many consider that they do not seriously affect the tone of the bell. However, its "ring" is not perfect, and its tone seems harsh to those whose ears are accustomed to the ringing of more delicately tuned bells. It is a pity that the bell is not as fine as it is famous.

In the spring of 1925, the sound of Big Ben was heard in New York for the first time, by radio, as it struck the midnight hour.—From *Bells*, by Coleman, pp. 169-177.

Some of the following statements are true, some are false. Place the letter T before true statements; place the letter F before false statements:

- 16. It took two and one-half hours to prepare the metal for Big Ben.
- 17. Eighteen tons of metal were used in casting the bell.
- 18. It took the bell two weeks to cool before it could be moved.
- 19. Big Ben was made during the reign of Queen Elizabeth.
- 20. The bell was named Big Ben in honor of Benjamin Franklin.
- 21. Big Ben is a clock which hangs in the tower of the Houses of Parliament in London.
- 22. The bell was to be sent from the foundry by boat.
- 23. Many people watched the arrival of Big Ben.
- 24. Experiments were made with a trial hammer to see how heavy the striking hammer should be to produce the best tone.
- 25. Big Ben cracked before it was hung.
- 26. It is the general opinion that Big Ben contained too little tin.
- 27. The same foundry recast Big Ben.
- 28. Big Ben is 7 1/2 ft. high.
- 29. Attempts have been made to change the name of Big Ben.
- 30. The Board of Works said Big Ben must be made over.
- 31. It can be plainly seen that the cracks in Big Ben are growing deeper each year.
- 32. The tone of Big Ben seems harsh to many.
- 33. Big Ben has been heard in our country by radio.
- 34. The story says Big Ben will probably be brought to the United States to be shown at a World's Fair.
- 35. Big Ben is more than 100 years old.

- C. 36-40. Name three books and two poems you have read this quarter. Write the name of the author of each. Write one statement for each giving a reason why you do or do not like the book or poem.

Name of Book	Author	Statement
-----	-----	-----
-----	-----	-----

Name of Poem	Author	Statement
-----	-----	-----
-----	-----	-----

Key

READING—A Class

- A. 1. The Winged Victory; 2. Nike; 3. head and arms; 4. on the front of a Greek war vessel; 5. marble; 6. T; 7. F; 8. F; 9. F; 10. T; 11. F; 12. F; 13. T; 14. T; 15. T.
 B. 16. F; 17. T; 18. T; 19. F; 20. F; 21. T; 22. F; 23. T; 24. T; 25. T; 26. F; 27. F; 28. T; 29. T; 30. F; 31. F; 32. T; 33. T; 34. F; 35. F.
 C. 36-40. Give one point for each correct answer. Do not give credit when only a part of the necessary information is given.

HISTORY—A Class

Suggested Time: 25 Minutes

- A. Some of the following statements are true, some are false. Place the letter T before true statements; place the letter F before false statements.

- 1. The country where the Greeks lived is in what is now southern Europe.
- 2. The crooked coast line and high mountains divided the land of Greece into many separate parts.
- 3. The nation of the Greeks was broken up into a great number of separate governments called city states.
- 4. The story of the Trojan War is a legend about a war of the Greeks against the Romans.
- 5. Life in Sparta and Athens was very similar.
- 6. The Athenians enjoyed music and poetry more than the Spartans did.
- 7. Many Greek paintings have lasted through the centuries and now hang in the art galleries of the United States.
- 8. Most of the ancient Greek statues have lasted through the centuries and may still be seen in museums and art galleries.
- 9. The Greeks produced the first written plays or dramas of the world.
- 10. The Romans were famous road builders.
- 11. Julius Caesar was the last Roman emperor.
- 12. The Romans were responsible for passing on the Christian religion to people of later times.
- 13. Roman children received much of their early training from their parents.
- 14. The Romans inhabited the country which is now called Spain.
- 15. In Rome libraries were supported at public expense.

- B. In the following exercises, underline the word, or group of words, within parentheses which will make the statement correct.

- 16. It was natural that the ancient Greeks became a nation of ship builders and sailors because (there was so much sea coast and so many harbors; they needed ships for trading and fighting; they had never been taught to do anything else).
- 17. The largest and most interesting buildings made by the Greeks were (business houses, schools, temples).
- 18. The most famous of the Greek historians was (Homer, Hercules, Herodotus) who is sometimes called the "father of history."
- 19. Caesar's greatest conquest was in (Egypt, Greece, Gaul).
- 20. One of Caesar's reforms which is in present day use is the (Latin language; ship's drawbridge; Egyptian calendar).

- C. Fill in the blank spaces with a word (or words) which will make the statement correct.

- 21. The Olympic Games which were held last year as Los Angeles, California, and which are held every four years in some important city of the world, are the result of contests which the ----- held at a city called -----.
- 22. The two most important cities of ancient Greece were ----- and -----.
- 23. The Greek statue, Winged Victory, is incomplete because its ----- and ----- were never found. Even though it lacks these parts it is still one of the most beautiful statues in the world.
- 24. The most famous of the Greek temples was the -----.
- 25. The language of the Romans was the ----- language.
- 26. The highest social class in Rome was called the -----.
- 27. The most famous of the Roman amphitheaters

- was called the ----- Most of it is still standing.
28. Some of the laws of our own time have come down to us from the -----
29. According to an ancient legend, Rome was built by twin brothers named ----- and -----
30. The first Roman emperor to become a Christian was -----
- D. This is a matching test. In the space before the name of each character in column one, place the letter which appears in column two before the group of words which tell who the character is or what he did.

Column One

31. ----- Nero
32. ----- Miltiades
33. ----- Homer
34. ----- Virgil
35. ----- Themistocles
36. ----- Romulus
37. ----- Ulysses
38. ----- Demosthenes
39. ----- Livy
40. ----- Paul

Column Two

- a. a Spartan general
b. a famous Athenian leader in a war against the Persians
c. a Greek poet
d. the hero in a long Greek poem
e. a famous Greek orator
f. the greatest of Roman poets
g. a Roman emperor cruel to Christians
h. a founder of Rome
i. a famous teacher of the Christian religion
j. the best known Roman historian

Key

HISTORY—A Class

- A. 1. T; 2. T; 3. T; 4. F; 5. F; 6. T; 7. F; 8. T; 9. T; 10. T; 11. F; 12. T; 13. T; 14. F; 15. T.
- B. 16. there was so much sea coast and so many harbors; 17. temples; 18. Herodotus; 19. Gaul; 20. Egyptian calendar.
- C. 21. Greeks, Olympia; 22. Athens, Sparta; 23. head, arms; 24. Parthenon; 25. Latin; 26. Nobles (patricians); 27. Colosseum; 28. Romans; 29. Romulus, Remus; 30. Constantine.
- D. 31. g; 32. a; 33. c; 34. f; 35. b; 36. h; 37. d; 38. e; 39. j; 40. i.

GEOGRAPHY—A Class

Suggested Time: 20 Minutes

- A. Some of the following statements are true, others are not true; before those statements which are true, write the letter T; before those which are not true, write the letter F.
- 1. The southern part of Germany is mountainous.
- 2. The summers in southern Germany are much warmer than those of northern Germany.
- 3. Germany has colonies in Africa.
- 4. The Germans excel in the manufacture of chemical dyes.
- 5. The Baltic ports are more important than those of the North Sea.
- 6. France produces a larger proportion of the food she consumes than Great Britain.
- 7. In France the farmers usually live on their farms.
- 8. Great Britain has had the strongest navy in the world.
- 9. The British empire includes areas in every continent except one.
- 10. Manufacturing is the leading industry of Ireland.
- 11. France is a limited monarchy.
- 12. Paris is in about the same latitude as St. Louis, Missouri.
- 13. Beer is the leading beverage consumed in France.
- 14. The Rhine region is too cold for vineyards.
- 15. Manufacturing is more important in eastern than in western Germany.
- 16. Most of the factories of Great Britain are situated on the coal fields.
- 17. The production and manufacture of wool is one of the oldest British industries.
- 18. In England the population is more evenly distributed over the surface of the land than in Ireland.
- 19. The government of England and Scotland is centered in London.
- 20. German industries have been seriously affected by the World War.
- B. Fill in the blanks in the following with the correct word (or words).

21. The two largest islands of the British Isles are ----- and -----
22. The two most valuable minerals of Great Britain are ----- and -----
23. England is separated from France by the ----- Channel and from Ireland by the ----- Sea.
24. The general slope of the land of Germany is toward the -----
25. The leading cereal of Germany is -----
- C. Answer the following questions:
26. How does Paris rank in population among the cities of the world?
27. In what continent does France control the most land?
28. Why does France have warmer summers than England?
29. What is the capital of Germany?
30. What country now controls Alsace-Lorraine?

- D. The following is a matching exercise. In the first column is the name of ten European cities; in the second column are the names of products, activities or items of interest for which each city is noted. In the blank before each city, place the number which precedes the thing for which it is noted:

- | | |
|---------------------|--------------------------------|
| 31. ----- Paris | 1. Wine |
| 32. ----- Lyon | 2. Silk |
| 33. ----- Bordeaux | 3. Cathedral |
| 34. ----- Rheims | 4. China |
| 35. ----- Dresden | 5. Woolen manufacture. |
| 36. ----- Belfast | 6. Port for cotton |
| 37. ----- Liverpool | 7. Capital of Irish Free State |
| 38. ----- Dublin | 8. Fashion center |
| 39. ----- Cologne | 9. Linen industry |
| 40. ----- Leeds | 10. Perfume |

Key

GEOGRAPHY—A Class

- A. 1. T; 2. F; 3. T; 4. T; 5. F; 6. T; 7. F; 8. T; 9. F; 10. F; 11. F; 12. F; 13. F; 14. F; 15. F; 16. T; 17. T; 18. F; 19. T; 20. T.
- B. 21. Great Britain, Ireland; 22. coal, iron; 23. English, Irish; 24. north; 25. rye.
- C. 26. Fourth; 27. Africa; 28. France lies farther south than England and is less under the influence of the ocean; 29. Berlin; 30. France; 31. 8; 32. 2; 33. 1; 34. 3; 35. 4; 36. 9; 37. 6; 38. 7; 39. 10; 40. 5.

WRITING—A Class

Suggested Time: 5 Minutes

Copy the following paragraphs using your best style and speed. (Pupils should write 70 words per minute with a quality of 60, according to the Ayres Handwriting Scale, to receive a satisfactory grade—M.)

The mix-up never would have happened if Jock and Jacqueline had not been twins, or if Mother and Father had not had to go quite suddenly to St. Louis early Halloween morning, on most important business.

The twins' birthday was the thirty-first day of October, and every year since they could remember, Mother had given them a combined birthday and Halloween party. There were always five boys invited for Jock, and five girls invited for Jacqueline.

SPELLING—A Class

The teacher will pronounce and the pupils write the following words. Each word should be pronounced once clearly and correctly. The word may then be defined or used in a sentence.

- | | |
|----------------|------------------|
| 1. fasten | 21. sandwich |
| 2. profit | 22. mere |
| 3. dangerous | 23. handsome |
| 4. compare | 24. envy |
| 5. command | 25. owing |
| 6. avoid | 26. nevertheless |
| 7. favorite | 27. modern |
| 8. nephew | 28. bid |
| 9. width | 29. claim |
| 10. depart | 30. manner |
| 11. earlier | 31. urge |
| 12. similar | 32. highway |
| 13. clothing | 33. bureau |
| 14. clothes | 34. circular |
| 15. pardon | 35. hence |
| 16. everywhere | 36. include |
| 17. delay | 37. discuss |
| 18. narrow | 38. justice |
| 19. curve | 39. guilty |
| 20. affect | 40. help |

ARITHMETIC—B Class—6th Grade

Suggested Time: 30 Minutes

A. Fill in the blank spaces with the correct number or numbers.

1. There are _____ pounds in 1 short ton.
2. There are _____ pounds in 1 long ton.
3. There are _____ pounds in 1 bushel shelled corn.
4. There are _____ pounds in 1 bushel unshelled corn.
5. There are _____ ounces in 1 pound (avoirdupois).

B. Solve the following problems:

6. At \$8 per ton, how much must be paid for $6\frac{1}{2}$ tons of soft coal?
 7. Two years ago Henry weighed $63\frac{1}{4}$ pounds. Now he weighs $79\frac{5}{8}$ pounds. How much has he gained in two years?
 8. What will it cost to cover the floor of a room 12 yards long and 9 yards wide with linoleum at \$2.50 a square yard?
 9. There are 60 pounds in a bushel of wheat and 48 pounds in a bushel of barley. A farmer's team draws a load of 80 bushels of wheat from the farm to the railroad station. How many bushels of barley make a load of the same weight?
 10. A boy who lives $\frac{7}{8}$ of a mile from school walks this distance 4 times a day. How many miles does he walk in 5 days?
 11. A man measured his coal cellar and found it to contain 69.7 cubic feet. How many tons of coal could he buy if a ton occupies about 34 cubic feet?
 12. A tank is full of water. After one-third of its contents has been drawn off, one-fifth of the remainder is also drawn off. If 16 gallons are then left in the tank, what does it hold when full?
 13. How many cubic feet of air space has a schoolroom 35 feet by 30 feet by 12 feet?
 14. If 200 cubic feet of air space is needed for each pupil, how many pupils might occupy the room whose dimensions are given in question 13?
 15. Mr. Jones stored his wheat in a bin 10 feet by 8 feet by 6 feet. How many bushels did the bin hold? (1 cu. ft. = $\frac{4}{5}$ bu.)
- C. Subtract the smaller from the larger:
- | | | | | |
|------------|----------|-------------|-----------|-------|
| 16. 6.625; | 17. .25; | 18. 45.875; | 19. 66.7; | 6.67; |
| 20. 12.03. | | | | |
- D. The figures in the following quotients are correct. Place the decimal points in the quotients.
- | | | | |
|--|---|--|---|
| $\begin{array}{r} 1338 \\ 5 \overline{) 74} \end{array}$ | $\begin{array}{r} 5 \\ 4.5 \overline{) .009} \end{array}$ | $\begin{array}{r} 9 \\ 1.05 \overline{) 12} \end{array}$ | $\begin{array}{r} 467 \\ 1863 \overline{) 4} \end{array}$ |
| 21. $\frac{.34014}{74}$ | 22. $\frac{.009}{4.5}$ | 23. $\frac{12}{1.05}$ | 24. $\frac{4}{1863}$ |
- E. Multiply:
- | | | | | |
|--|--|--|---|---|
| 26. $\begin{array}{r} 8.3 \\ .8 \end{array}$ | 27. $\begin{array}{r} 4.83 \\ .17 \end{array}$ | 28. $\begin{array}{r} 7.75 \\ 2 \end{array}$ | 29. $\begin{array}{r} 8 \\ 3.5 \end{array}$ | 30. $\begin{array}{r} 2.005 \\ 7 \end{array}$ |
|--|--|--|---|---|
- F. In the space before each problem, write A if you add, S if you subtract, M if you multiply, and D if you divide to solve the problem. Do not write the answer to the problem.
31. A horse and his rider together weigh 1,552 pounds. The man weighs 194 pounds. How many pounds does the horse weigh?
 32. Find the cost of 42 chairs at \$3 each.
 33. If a boy writes at the rate of 380 letters in 4 minutes, how many letters per minute does he average?
 34. John has an apple orchard. The first three days in one week he sold 38 bushels, 46 bushels, and 49 bushels. How many bushels of apples did he sell?
 35. Chairs cost \$6 each. How many chairs can I get for \$48?
- G. In solving problems a pupil should ask himself the following questions. The questions, however, are not in their proper order. Place the figure 1 before the question one should ask himself first, 2 before the one to ask himself second, 3 before the third and so on.
36. What steps shall I take to obtain the answer?
 37. What facts are given?

38. Do I understand the problem, including the meaning of all words?
39. Have I found what is asked for?
40. What am I asked to find?

Key

ARITHMETIC—B Class—6th Grade

- A. 1. 2000; 2. 2240; 3. 56; 4. 70; 5. 16.
 B. 6. \$52; 7. $16\frac{3}{8}$ pounds; 8. \$270; 9. 100 bushels; 10. $17\frac{1}{2}$ miles; 11. $2\frac{5}{100}$ tons (or 2 tons); 12. 30 gallons; 13. 12,600 cubic feet; 14. 63 pupils; 15. 384 bushels.
 C. 16. 5.375; 17. 7.75; 18. 44.125; 19. 60.03; 20. 11.97.
 D. 21. 133.8; 22. 500; 23. .09; 24. .0467; 25. .074.
 E. 26. 6.64; 27. .8211; 28. 15.5; 29. 28; 30. 14.035.
 F. 31. S; 32. M; 33. D; 34. A; 35. D.
 G. 36. 4; 37. 3; 38. 1; 39. 5; 40. 2.

ARITHMETIC—B Class—5th Grade

Suggested Time: 30 Minutes

A. Divide:

1. $\frac{111}{8991}$ 2. $\frac{122}{1464}$ 3. $\frac{67}{2747}$ 4. $\frac{286}{87516}$

5. $\frac{96}{19200}$

Subtract:

- | | | | | |
|---|--|--|--|---|
| 6. $\begin{array}{r} 4850 \\ 170 \end{array}$ | 7. $\begin{array}{r} 8446 \\ 3666 \end{array}$ | 8. $\begin{array}{r} 7475 \\ 3994 \end{array}$ | 9. $\begin{array}{r} 7009 \\ 5247 \end{array}$ | 10. $\begin{array}{r} 4314 \\ 3491 \end{array}$ |
|---|--|--|--|---|

B. Underline the correct word within parentheses to answer each question.

11. What process do you use in changing ounces to pounds (addition, subtraction, multiplication, division)?
 12. What process do you use in changing feet to inches (addition, subtraction, multiplication, division)?
 13. What process do you use in changing quarters to nickels (addition, subtraction, multiplication, division)?
 14. What process do you use in finding the area of a room if the length and width of the room are given (addition, subtraction, multiplication, division)?
 15. What process do you use to find the width of a schoolroom if the area of the floor and the length of one side are given (addition, subtraction, multiplication, division)?
 - C. 16. If you are drawing a map to scale, and $\frac{1}{4}$ -inch represents a distance of 5 miles, how long will you draw a line to represent 30 miles?
 17. A schoolroom is 40 feet long and 30 feet wide. What will be the dimensions of a diagram of the schoolroom floor drawn to a scale of 1 foot = $\frac{1}{10}$ inch?
 18. In an outline drawing of a garden plot, $\frac{2}{1}$ inches represent 30 feet. What does 1 inch represent in the drawing?
 - D. The following table shows different methods of travel and the average speed for each method in miles an hour:
- | | |
|------------------------|-----------|
| A man on foot | 3 miles |
| A horse | 9 miles |
| An automobile | 30 miles |
| A fast passenger train | 60 miles |
| An airplane | 278 miles |
- According to this table some of the following statements are true, some are not true. Before those statements which are true, write the letter T; before those which are not true, write the letter F.
19. The speed of a horse is three times that of a man.
 20. The speed of a passenger train is five times that of a horse.
 21. An automobile travels more than three times as fast as a horse.
 22. An automobile travels faster than a fast passenger train.
 23. An airplane travels ten times as fast as an automobile.
 24. A man travels one-third as fast as a horse.
 25. A man on foot travels one-tenth as fast as a passenger train.
 - E. In solving problems, a pupil should ask himself the following questions. The questions, however, are not in their proper order. Place the figure 1 before the question one should ask himself first, 2 before the one to ask himself second, and 3 before the third, and so on.
 26. What steps shall I take to obtain the answer?
 27. What facts are given?

1. Name three things which are necessary in the care and cure of tuberculosis.

2. Do bacteria grow better in darkness or in light?

3. Name two kinds of food which give energy.

4. Name two kinds of food which help the body to grow.

5. Name two tissue building foods.

6. Name three ways in which good teeth help us.

7. Name three games you have learned to play this year.

- B. Some of the following statements are true, some are false. Place the letter T before the words which are more nearly true. Place the letter F before those statements which are more nearly false.

8. Growing boys and girls need different foods and different amounts of food from those that grown people eat.

9. Decay of teeth generally starts at a place that is not kept clean.

10. One should brush and clean the teeth before breakfast and after each meal if possible.

11. Poison from a bad tooth may be carried in the blood to other parts of the body.

12. The loss of a great many teeth may change the appearance of one's face.

13. The better care you take of your teeth when a child, the longer they will last as you grow older.

14. One should go to the dentist at least twice a year to have the teeth examined.

15. Children should eat mostly very soft foods to protect the teeth.

16. Candy and other sweets are good foods for building bone and teeth.

17. Eggs and milk are good bone-making foods.

18. Food that is rough and hard to chew is hard on the teeth.

19. Fried food is hard to digest.

20. It is now known that tuberculosis is inherited.

Key

HEALTH—B Class

- A. 1. Good food, rest, fresh air; 2. in darkness; 3. Give credit for any two correct answers; 4. Give credit for any two correct answers; 5. Give credit for any two correct answers; 6. Chewing food, appearance, health; 7. Give credit for any three correct answers.
- B. 8 T; 9. T; 10. T; 11. T; 12. T; 13. T; 14. T; 15. F; 16. F; 17. T; 18. F; 19. T; 20. F.

READING—B Class

Suggested Time: 30 Minutes

- A. Underline the word in parentheses which tells whether the two words opposite each other have a similar or an opposite meaning.

1. hope—despair (similar, opposite)
2. health—sickness (similar, opposite)
3. happy—cheerful (similar, opposite)
4. beginning—commencing (similar, opposite)
5. gladness—sadness (similar, opposite)
6. hill—valley (similar, opposite)
7. beautiful—ugly (similar, opposite)
8. jump—leap (similar, opposite)
9. silent—quiet (similar, opposite)
10. humorous—funny (similar, opposite)

- B. This is a matching exercise. In the first column is the name of some books to be read this quarter. In the second column are the names of the authors. In the blank before the name of each book, place the number which appears before the author of that book.

- | | |
|----------------------------------|-----------|
| 11. ----- Pinocchio | 1. Owen |
| 12. ----- Following the Frontier | 2. Tappan |
| 13. ----- American Hero Stories | 3. Nida |

14. ----- Peter of New Amsterdam 4. Colodi

15. ----- Sentinels of the Sea 5. Otis

- C. Read the following stanzas and answer the questions.

The Three Kings

Three Kings came riding from far away,
Melchior and Caspar and Baltasar;
Three Wise Men out of the East were they,
And they traveled by night and they slept by day,
For their guide was a beautiful, wonderful star.

The star was so beautiful, large, and clear,
That all the other stars of the sky
Became a white mist in the atmosphere,
And by this they knew that the coming was near
Of the Prince foretold in the prophecy.

Three caskets they bore on their saddlebows,
Three caskets of gold with golden keys;
Their robes were of crimson silk with rows
Of bells and pomegranates and furbelows,
Their turbans like blossoming almond trees.

And so the Three Kings rode into the West,
Through the dusk of night, over hill and dell,
And sometimes they nodded with head on breast,
And sometimes talked, as they paused to rest,
With the people they met at some wayside well.

"Of the child that is born," said Baltasar,
"Good people, I pray you, tell us the news;
For we in the East have seen His star,
And have ridden fast, and have ridden far,
To find and worship the King of the Jews."

And the people answered, "You ask in vain;
We know of no king but Herod the Great!"
They thought the Wise Men were men insane,
As they spurred their horses across the plain,
Like riders in haste, and who cannot wait.

But when they came to Jerusalem,
Herod the Great, who had heard this thing,
Sent for the Wise Men and questioned them;
And said, "Go down unto Bethlehem,
And bring me tidings of this new king."

So they rode away; and the star stood still,
The only one in the gray of morn;
Yes, it stopped—it stood still of its own free will,
Right over Bethlehem on the hill,
The City of David, where Christ was born.

(Only a part of the poem is copied here).

16. Where were the Three Wise Men from? -----
17. What was their guide? -----

18. What did they carry on their saddlebows?
19. In what direction were they riding? -----
20. Did the Wise Men travel by day or by night?

21. Copy the line which tells why they were riding so fast and so far. -----

22. What did the people think of the Wise Men when they asked for the King of the Jews? -----

23. Who sent for the Wise Men when they came to Jerusalem? -----

24. Where did the star "stand still?" -----
25. Whom did the Wise Men come to see? -----

- D. Read the following story carefully but as rapidly as possible. Then without rereading the story, do the two exercises which follow.

Dick and the Wheel

I do not know which Frank thought the more of, his bicycle or Dick.

The bicycle he had bought with his own money, and Dick was a little gray squirrel which his uncle had given him for a birthday present.

Frank had taught Dick many tricks. He would say, "Dick, let me see you crack this nut," and Dick would sit up on his hind legs, hold the nut in his paws, and crack it with his teeth.

There was nothing Dick liked so much as to sit on Frank's shoulder when he rode his wheel. How his little bead eyes would shine as he lay on his master's

28. ---- Do I understand the problem, including the meaning of all the words?
29. ---- Have I found what was asked for?
30. ---- What am I asked to find?
- F. In each of the following problems a fact is missing which you must know before the problem can be solved. On the line following the problem write what fact is missing.
31. Mr. Smith buys a paper every Sunday. How much does he spend in 1 year for his Sunday papers? ----
32. How much will 5 pencils cost James? ----
33. How long will it take Mr. Brown to drive 280 miles from St. Louis to Kansas City? ----
34. There are 24 sandwiches for the children at a picnic. How many will each child get? ----
35. Harry is saving $\frac{2}{5}$ of the money he earns this summer. How much will he save this summer? ----
- G. Solve the following problems:
36. An automobile travels 1 mile in 1 minute 35 seconds. At that rate, how long would it take it to go 20 miles? ----
37. John had two apple trees. From the first he picked 3 bushels, 2 pecks; from the second 4 bushels, 3 pecks. What was the total yield? ----
38. What was the average yield per tree in problem 37? ----
39. In schoolrooms, 15 square feet of floor space a pupil is considered satisfactory. In a schoolroom 20 feet wide and 32 feet long there are 40 pupils. Is there enough floor space for each pupil? ----
40. It cost a man \$391.20 to run his car 4,890 miles. How much did it cost him per mile? ----

Key

ARITHMETIC—B Class—5th Grade

- A. 1. 81; 2. 12; 3. 41; 4. 306; 5. 200; 6. 4680; 7. 4780; 8. 3481; 9. 1762; 10. 823.
- B. 11. division; 12. multiplication; 13. multiplication; 14. multiplication; 15. division.
- C. 16. $1\frac{1}{2}$ inches; 17. 4 inches long and 3 inches wide; 18. 12 feet.
- D. 19. T; 20. F; 21. T; 22. F; 23. F; 24. T; 25. F.
- E. 26. 4; 27. 3; 28. 1; 29. 5; 30. 2.
- F. 31. cost of each paper; 32. cost of each pencil; 33. number of miles per hour; 34. number of children; 35. amount earned.
- G. 36. 31 minutes, 40 seconds; 37. 8 bushels, 1 peck; 38. 4 bushels, $\frac{1}{2}$ peck; 39. yes; 40. 8 cents.

ENGLISH—B Class

Suggested Time: 20 Minutes

- A. In the first column are the names of poems to be studied this quarter; in the second column you will find what each of the poems is about. In the space before the name of the poem write the letter which is placed before what the poem is about.
- | | |
|------------------------------|---|
| 1. ---- Today | a. A brave boy |
| 2. ---- Brown Bee | b. The visit of the Wise Men to Bethlehem |
| 3. ---- The Three Kings | c. Wasting time |
| 4. ---- The Corn Song | d. Love of autumn |
| 5. ---- The Leak in the Dike | e. A Greek legend |
| | f. Happiness of the bee |
| | g. Harvesting corn |
| | h. New England hills |
- B. Underline the complete subject in the following sentences:
6. I live in the State of Missouri.
7. Your mother is away from home.
8. Will your father let you have a garden of your own this year?
9. The Boy Scouts were told to leave their knives in the tent.
10. New York, Chicago and Philadelphia are our largest cities.
- C. On the line opposite each word write its correct abbreviation:
- | | |
|--------------|----------|
| 11. Missouri | 14. foot |
| 12. Doctor | 15. inch |
| 13. Reverend | 16. yard |
| 17. Mister | |
- D. Write the correct word in the blank space.
18. He ---- (ate, eight) supper and slept ---- (ate, eight) hours.

19. Prices were low at the ---- (sale, sail).
20. A barrel of ---- (flower, flour) is heavy.
21. The cat ---- (ran, run) up a tree.
22. We have ---- (ran, run) races at school.
23. ---- (Those, Them) are my books.
24. Janie has ---- (tore, torn) her apron.
25. Willie ---- (drawed, drew) a pretty picture.
26. Fred and ---- (I, me) went to town.
27. Three kittens lost ---- (there, their) mittens.
28. Do you think he will get ---- (there, their) on time?
29. Willie went, and his dog went ---- (to, too, two).
30. ---- (Here, Hear) are six kittens.
31. Do you ---- (no, know) how to swim?
32. I saw her ---- (ring, wring) the chicken's neck.
33. Mother, ---- (can, may) I go to play with Jane?
34. ---- (Who, Whom) do you see?
35. Sarah has ---- (took, taken) her books to the library.
36. John had ---- (run, ran) against the fence.
37. Mary, please ---- (sit, set) with me today.
38. We ---- (drank, drunk) cocoa for breakfast.
39. We ---- (saw, seen) them at church Sunday.
40. Miss Blank ---- (rang, rung) the bell.

Key

ENGLISH 6—B Class

- A. 1. c; 2. f; 3. b; 4. g; 5. a.
- B. 6. I; 7. Your mother; 8. your father; 9. The Boy Scouts; 10. New York, Chicago, Philadelphia.
- C. 11. Mo.; 12. Dr.; 13. Rev.; 14. ft.; 15. in.; 16. yd.; 17. Mr.
- D. 18. ate, eight; 19. sale; 20. flour; 21. ran; 22. run; 23. Those; 24. torn; 25. drew; 26. I; 27. their; 28. there, 29. too; 30. Here; 31. know; 32. wring; 33. may; 34. Whom; 35. taken; 36. run; 37. sit; 38. drank; 39. saw; 40. rang.

ELEMENTARY SCIENCE—B Class

Suggested Time: 20 Minutes

- A. Some of the following statements are true, others are not true. Place the Letter T before true statements; place the letter F before false statements.
- 1. Bulbs die in winter.
- 2. In very severe winters some birds die from lack of food.
- 3. All of the sparrow family have bills made strong so they can crush seeds.
- 4. Gold finches live mostly on insects and fruits.
- 5. The gold finch is often called the wild canary.
- 6. Burbank is noted for his study of birds.
- 7. Another name for quail is Bob White.
- 8. The fox sparrow is the largest of the sparrow family.
- 9. The fox sparrow is the only member of the sparrow family which does not have a pretty song.
- 10. The nest of the chipping sparrow is made of sticks and is poorly constructed.
- 11. Quails spend all their time on or near the ground.
- 12. Birds which stay here in the winter are all flesh eating birds.
- 13. Mourning doves are useful and should be protected.
- 14. Burbank produced the Shasta daisy.
- 15. Fog is simply a cloud which is resting on the surface of the earth instead of floating high in the air.
- B. Some of the following plants are bulbs, some are not. Place a cross mark (X) before those plants which are bulbs, place a zero (O) before those which are not.
- 16. Crocus
- 17. Carrot
- 18. Onion
- 19. Tulip
- 20. Potato.

Key

ELEMENTARY SCIENCE—B Class

- A. 1. F; 2. T; 3. T; 4. F; 5. T; 6. F; 7. T; 8. T; 9. F; 10. F; 11. T; 12. F; 13. T; 14. T; 15. T.
- B. 16. X; 17. O; 18. X; 19. X; 20. O.

HEALTH—B Class

Suggested Time: 20 Minutes

- A. Answer the questions or follow the directions which are given.

shoulder. If Frank rode slowly, then Dick would sit upright, with his long plumpy tail curled up behind him, or he would sometimes skip down to the handle bars and ride there.

One morning last summer, Frank came into the house and called: "Dick! where are you? Don't you want to take a ride?"

Dick jumped from behind the door, ran out onto the porch, and seated himself on the wheel, as much as to say, "If you please." His master laughed heartily, and off they started.

They had a fine time until they went down a long hill on the way home. Here a sharp rock threw Frank from his wheel. He was not hurt, but when he scrambled to his feet Dick was nowhere to be found.

Up and down the street Frank went, whistling and calling, but no squirrel appeared. He looked up in the trees, down in the gutter, and over the fence in the pasture. It was the strangest thing how Dick could have disappeared so suddenly.

For nearly an hour Frank searched, but it was of no use, and so at last he rode sadly home.

A happy thought came! Perhaps he would find Dick at the house. But neither his mother nor his sister had seen anything of the squirrel.

"He must have gone back to the woods," said Frank, in a husky voice. Tears came into his eyes, and he reached into his pocket for his handkerchief.

How he jumped as he touched something soft and furry, and then—Dick leaped right out of the pocket onto the table! He sat up on his hind feet and blinked his funny little eyes as much as to say, "What in the world is all this fuss about? Such a fall as that, Master Frank, was too much for me. I jumped into your pocket, and it has taken me all this time to get over that tumble."

E. The following things happened in the story you have just read. However, they are not in the order in which they happened in the story. In front of the part which is told first in the story, place the figure 1; in front of the one which happened next, place the figure 2; the next, 3; and so on.

26. ---- Frank was thrown from his bicycle.
27. ---- Dick disappeared.
28. ---- Where Frank got the squirrel.
29. ---- Frank found his squirrel.
30. ---- The tricks Frank taught Dick.

F. Some of the following statements about the story are true; others are not true; before those which are true, write the letter T; before those which are not true, write the letter F.

- 31. The squirrel's name was Frisky.
- 32. Frank thought more of his bicycle than he did of the squirrel.
- 33. Frank bought his bicycle with his own money.
- 34. Frank's mother had given him the squirrel.
- 35. Frank was thrown from his bicycle by a sharp stone.
- 36. He was badly hurt from the fall.
- 37. Frank looked up in the trees for his squirrel.
- 38. He searched for the squirrel all day.
- 39. Frank cried when he thought his squirrel was lost.
- 40. He found his squirrel in his pocket.

Key

READING—B Class

- A. 1. opposite; 2. opposite; 3. similar; 4. similar; 5. opposite; 6. opposite; 7. opposite; 8. similar; 9. similar; 10. similar.
- B. 11. 4; 12. 3; 13. 2; 14. Otis; 15. 1.
- C. 16. the East; 17. a beautiful, wonderful star; 18. three caskets; 19. West; 20. by night; 21. To find and worship the King of the Jews; 22. that they were insane; 23. Herod the Great; 24. right over Bethlehem; 25. Christ.
- D. 26. 3; 27. 4; 28. 1; 29. 5; 30. 2.
- E. 31. F; 32. F; 33. T; 34. F; 35. T; 36. F; 37. T; 38. F; 39. T; 40. T.

HISTORY—B Class

Suggested Time: 20 Minutes

A. Some of the following statements are true, others are not true; before those statements which are true, write the letter T; before those which are not true, write the letter F.

- 1. The meeting houses of New England were beautifully decorated inside and outside.
- 2. Pews in churches, in both the North and South, were much like those used in churches today.
- 3. Boys and girls sat beside their parents in the pews.

- 4. Churches were unheated.
- 5. Noon time was a time of pleasure to the church goers.
- 6. New England people did no work and played no games on the Sabbath.
- 7. The altars of the Southern churches were more beautifully decorated than the ones in the New England meeting houses.
- 8. The Quaker meeting houses were very beautiful.
- 9. Quakers waited until they felt moved to speak in meeting.
- 10. The Catholics believed in very plain churches.
- 11. The New England people very often felt that pleasure was wicked.
- 12. Singing games played by colonial children are still played by children today.
- 13. Colonial children had many toys.
- 14. The most popular holiday in New England was Christmas.
- 15. Horseback riding and fox-hunting were among the greatest sports of the South.
- 16. The colonists often gambled.
- 17. Dancing was more generally done in New England than in the South.
- 18. The colonists rarely took time to make each other visits.
- 19. There were theaters in the colonies from their very beginning.
- 20. Horse racing was a popular colonial sport, particularly in the South.
- 21. Tavern signs nearly always had pictures on them, because so few people could read.
- 22. Our present custom of tipping in hotels probably originated in the taverns of colonial days.
- 23. The Southern colonies had more public schools than New England.
- 24. The first school attended by small children was called the Dames School.
- 25. In the colonial days girls received less education than boys.

B. The following exercise is a selection test. Underline the group of words which you think gives the best reason for the statement.

26. Nearly all the colonies had some group that represented the people to help govern them, because
 - (a) the colonists wanted religious freedom.
 - (b) the colonists quarreled with their governors.
 - (c) the colonists believed in and demanded the right to manage their own local affairs.
27. The habit of having a part in their government was of great importance to the colonists later, because
 - (a) it made good laws.
 - (b) it gave the colonists training, so that they could govern the new nation.
 - (c) it gave the colonists more power.
28. The town meeting was general in New England, because
 - (a) the people liked it.
 - (b) the New Englanders were intelligent people.
 - (c) the people lived so close to each other that they could easily come together for a meeting.
29. Virginia was better suited to a government by the House of Burgesses than to one by town meeting, because
 - (a) the people liked it better.
 - (b) the people of Virginia had many slaves.
 - (c) the people of Virginia lived on large plantations and could easily come together in a meeting.
30. Men who were members of the Virginia House of Burgesses later served the new nation well, because
 - (a) they had had training in representative government.
 - (b) they knew how to speak well.
 - (c) they loved their country better than others did.

C. Answer the following questions:

31. Where was the first college in the colonies?
32. From what did colonial children learn to read?
33. What were the four chief religious groups in the colonies?
34. Between what two cities was the first stage coach line established?
35. Did all the colonists have the same form of government?

- D. Draw a line under the word in parentheses which makes the statement correct.
36. The New England colonies had (fewer, more) schools than the Southern colonies.
37. The first college in the colonies was (Yale, Harvard).
38. In the colonial churches the seating (was, was not) carefully graded so that the rank or wealth of each person could be judged by his seat in the meeting.
39. The Puritan sermons were very (long, short).
40. Horse racing was popular in (New England, Southern) colonies.

Key

HISTORY—B Class

- A. 1. F; 2. F; 3. F; 4. T; 5. T; 6. T; 7. T; 8. F; 9. T; 10. F; 11. T; 12. T; 13. F; 14. F; 15. T; 16. T; 17. F; 18. F; 19. F; 20. T; 21. T; 22. T; 23. F; 24. T; 25. T.
- B. 26. (c) the colonists believed in and demanded the right to manage their own local affairs; 27. (b) it gave the colonists training, so that they could govern the new nation; 28. (c) the people lived so close to each other that they could easily come together for a meeting; 29. (c) the people of Virginia lived on large plantations and could not easily come together for a meeting; 30. (a) they had training in representative government.
- C. 31. Cambridge, Massachusetts; 32. the Horn Book; 33. Church of England (Anglican), Quakers, Catholics, Congregational (Puritans); 34. New York and Philadelphia; 35. No.
- D. 36. more; 37. Harvard; 38. was; 39. long; 40. southern.

GEOGRAPHY—B Class

Suggested Time: 25 Minutes

- A. Follow the directions given or answer the questions in the following exercises:
- Name five advantages of the south for cotton growing.
 - Name four by-products of cotton.
 - Name five agriculture products of the South.
 - Name five states which are classed as Southern States.
 - Name five national places of interest in the West.
 - Which two southern states extend farthest South?
 - What continent is directly across the Pacific Ocean from our Western Coast?
 - What is the most important commercial center of the west coast of the Florida Peninsula?
 - What interesting buildings through the towns and cities of California are reminders of the fact that this region was first settled by the Spaniards?
 - What lake in Utah is the largest lake in the country except the Great Lakes?
- B. Some of the following statements are true, some are false. Place the letter T before true statements; place the letter F before false statements.
- The surface and climate of the Southern States are very like those of the North Central States.
 - Flour milling and meat packing are important manufacturing industries in both the Southern and North Central States.
 - The people in the Western States make their living in much the same way as do those in Southern States.
 - The Moffet Tunnel is built through the Blue Ridge Mountains of Virginia.
 - The Grand Canyon of Colorado is really in Wyoming.
 - The fact that gardening in Southern States is possible in the winter is the principal reason why the South supplies the North with much food.
 - South Carolina's largest market gardens surround Charleston.
 - Much machinery is used in the cultivation of the rice crop.
 - Cotton cannot be raised in the hilly sections of the Southern States.

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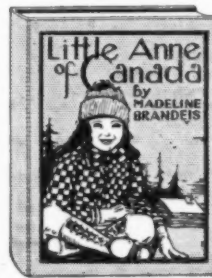
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- 20. The Southern States east of the Mississippi River are called the Old South.
- 21. There are few cotton mills in the South.
- 22. In the tobacco raising area, practically every acre of ground is planted in tobacco.
- 23. In the South, river transportation is becoming more important than it was in the years immediately following the Civil War.
- 24. About two-thirds of the petroleum produced in the United States comes from the South.
- 25. Georgia is especially noted for its fine marble.
- 26. Most of the gold produced in the United States comes from the Western Region.
- 27. Dry farming is practiced in many sections of the Western States.
- 28. In general the cities of the West are growing faster than those of the East.
- 29. On the Western coast the summers are warm and the winters very cold.
- 30. Los Angeles is the largest city west of the Mississippi River.
- C. Place a cross mark (X) before the group of words which makes the statement correct.
31. The southern parts of Florida and Texas produce a large share of our oranges and grapefruits, because
- only the southern people know how to raise these fruits.
- they lie so far south the fruit is not likely to be injured by frost.
- transportation facilities are more abundant there.
32. The largest cities in the Western States
- are growing rapidly.
- are on the coast.
- export fruit.
- import Oriental products.
33. The Grand Canyon of the Colorado was formed
- by erosion.
- by rivers.
- by rain.
- because the rock was soft.
34. New Orleans is an especially interesting city because
- it is the largest city in the South.
- the Mississippi River is higher than the streets of the city.
- there are many people of Spanish descent living there.
- it was originally settled by the French.
35. The Yosemite Valley is interesting because
- its sides are steep.
- its falls are beautiful.
- it shows the work of glaciers.
- it is near the big trees.
- D. Fill in the blanks with the word (or words) which will make the statement correct
36. One great state lies wholly within the Great Basin. It is -----.
37. The prevailing winds on our Pacific Coast north of San Francisco are from the -----.
38. Our lumber resources are being protected by the government by a ----- policy.
39. Sheep are profitable in ----- regions where not much else can be raised.
40. Most of the rainfall of southern California comes in the ----- months.

Key

GEOGRAPHY—B Class

- A. 1. temperature, rainfall, soil, cheap labor, easy transportation; 2. oil, cake, hulls, meal, cotton seed oil (give credit for any other correct answer); 3. Any five of the following: cotton, tobacco, corn, sugar cane, rice, fruits, vegetables, live stock; 4. Give credit for any five of the Southern States; 5. Give credit for any five correct answers; 6. Florida, Texas; 7. Asia; 8. Tampa; 9. Missions; 10. Great Salt Lake.
- B. 11. F; 12. F; 13. F; 14. F; 15. F; 16. T; 17. T; 18. T; 19. F; 20. T; 21. F; 22. F; 23. T; 24. T; 25. T; 26. T; 27. T; 28. T; 29. F; 30. T.
- C. 31. they lie so far south the fruit is not likely to be injured by frost; 32. Are on the coast; 33. by rivers; 34. the Mississippi river is higher than the streets of the city; 35. It shows the work of glaciers.
- D. 36. Nevada; 37. west; 38. conservation; 39. mountainous; 40. winter.

SPELLING—B Class

The teacher will pronounce and the pupils write the following words. Each word should be pronounced once clearly and distinctly, then used in a sentence or defined.

- | | | | |
|------------|------------|----------------|----------------|
| 1. Success | 11. oats | 21. jelly | 31. flour |
| 2. tardy | 12. notes | 22. friendly | 32. cash |
| 3. quiet | 13. price | 23. fancy | 33. told |
| 4. speech | 14. rabbit | 24. often | 34. push |
| 5. drum | 15. lion | 25. started | 35. flower |
| 6. yard | 16. least | 26. straight | 36. using |
| 7. inch | 17. dreams | 27. map | 37. afterwards |
| 8. lower | 18. isn't | 28. view | 38. fifth |
| 9. joy | 19. tired | 29. foot ball | 39. knee |
| 10. whom | 20. meets | 30. tablecloth | 40. hearing |

WRITING—B Class

Suggested Time: 5th Grade—6 Minutes

6th Grade—5½ Minutes

On a separate sheet of paper copy the following paragraph, using your best style and speed:

The boys were quite interested in the process of making toilet soaps. For the finer grades, the boiling soap was taken out on a granite roller. It then passed over screens to dry it into snow-white chips. These chips were perfumed and put into the milling machine, which ground up the chips and turned them out in ribbons. Another machine took these ribbons and pressed them into bars.

(Pupils in the sixth grade should write 56 letters per minute with a quality of 55 (Ayres Handwriting Scale) to be graded M. Pupils in the fifth grade should write 50 letters per minute with a quality of 50.)

NEWS NOTES

CHOOSING A CAREER

School and college administrators who are interested in helping students to choose their careers more wisely, and who wish information to assist them in planning programs of vocational guidance, may get such information without charge from the National Occupational Conference, 522 Fifth Avenue, New York City.

CLEAR TYPE BOOKS FOR PARTIALLY SIGHTED SCHOOL CHILDREN

Children in school whose vision is sufficiently imperfect to need special teaching tools are found in much larger numbers than the average person would expect. These children should have books with large, clear type on dull paper—cream or yellow rather than white—and free from glare.

The following list of clear type books, printed by the Clear Type Publishing Committee of Upper Montclair, New Jersey, have been approved by Mr. Charles A. Lee, State Superintendent of Schools, and Miss Cassie Burk, Supervisor of Rural Schools, for use in Missouri schools.

A few books for each grade from the first to the eighth inclusive have been purchased by the Missouri Commission for the Blind and have been placed in the library of the Missouri Library Commission at Jefferson City. These can be secured on loan by writing to:

The Missouri Library Commission
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Borrowers are expected to pay postage only. Schools may keep the books for six months with the privilege of renewal.

GRADE I

The Pathway to Reading, First Reader (Illustrated)

—Coleman, Uhl & Hosie

The Silent Reading Hour, First Reader—Wheeler

Elson Reader, Book One—Elson and Runkel

GRADE II

Learn to Study Reader, Book One, Grade II—Horn and Shields

The Pathway to Reading, Second Reader—Coleman, Uhl & Hosic

Elson Reader, Book Two—Elson and Runkel

GRADE III

The Japanese Twins (Illustrated)—Lucy Fitch Perkins

Learn to Study Reader, Book Two, Grade III—Horn & McBroom

Elson Reader, Book Three—2 vols.—Elson

GRADE IV

The Dutch Twins (Illustrated)—Lucy Fitch Perkins

Learn to Study Reader, Book Three, 2 vols.—Horn and McBroom

The Little Lame Prince (Abridged)—Murlock

The Pathway to Reading Fourth Reader—4 vols.—Coleman, Uhl & Hosic

Elson Reader, Book Four—3 vols.—Elson

GRADE V

The Eskimo Twins (Illustrated)—Lucy Fitch Perkins

Learn to Study Reader, Book Four, Grade V—3 vols.—Horn and McBroom

Our Animal Friends and Foes—3 vols.—Wm. Atherton Dupuy

(Suitable also for the sixth grade and Junior High School.) Contents: The Frog, The Shark, The Dog, The Horse, The Bat, The Cow, The Whale, The Monkey, The Fur Seal, The Elephant, The Domestic Cat, The Fresh Water Mussel, The Grizzly Bear, The Rattlesnake, The Earthworm, The Coral Polyp, The House Rat, The Opossum, The Crawfish, The Garden Slug.

Our Insect Friends and Foes (Illustrated) 3 vols.—Wm. Atherton Dupuy

(Suitable also for the sixth grade and Junior High School.) Contents: The Fig Insect, The Bumblebee, The Grasshopper, The Milkweed Butterfly, The Cicada, The Praying Mantis, The Ant, The Fly, The Mosquito, The Boll Weevil, The Japanese Beetle, The May Fly, The Lady Bird Beetle, The Gipsy Moth, The Cockroach, The Honey Bee, The Hunting Wasps, The Silk Worm, The Boring Beetles, The Flea, The Peach Moth, Insects in General, Bugs.

Stories of Children in Other Lands

(Compiled especially for Clear Type publication.) Contents: The Little Post Boy (Taylor), From the Appennines to the Andes (de Amicis), Monti the Goat Boy (Spyri), A Dog of Flanders (de la Ramée), The Race for the Silver Skates (Dodge).

Arithmetic—Grade V—Selected Problems—Book One. Contents: Review of the Four Processes, Fractions, Factors, U. S. Money, Two Step Problems, Denominate Numbers, Table of Measures.

GRADE VI

In the Open (Compiled especially for Clear Type publication.)

(Contents: The Sugar Camp (Warner), A Visit to an Indian Village (Parkman), On Horseback (Hood), John James Audubon (Field), The Baltimore Oriole (Audubon), Three Interesting Birds (Burroughs), On the Trail (Miller), The Bobolink (Irving), An Iceberg (R. H. Dana, Jr.), Long Tom and the Whale (Cooper), Farmyard Song (Trowbridge), When the Cows Come Home (Mitchell), The Birds of Killingworth (Longfellow).

King Arthur and the Song of Roland.

(This volume contains stories of King Arthur told in prose and a very interesting prose version of the story of Roland, the great legendary hero of France. Compiled especially for Clear Type publication.)

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NEW BOOKS

OFF TO ARCADY—Adventures in Poetry, by Max J. Herzberg. Pages 503. Published by American Book Company. Price \$1.00.

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AN INTRODUCTION TO BIOLOGY. By Elbert C. Cole, Associate Professor of Biology at Williams College; formerly Instructor in Biology, Hartford Public High School, Hartford, Conn. Pages 518. \$1.75 John Wiley & Sons, Inc., New York.

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National Education Association, Department of Elementary School Principals. **Elementary School Libraries.** Twelfth Yearbook. June 1933. 464 p. Single copies, \$2.00.

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Proclamation

RECOGNIZING the extreme importance of education, and realizing that in a time of crisis and during periods of reconstruction education becomes even more essential, I, Guy B. Park, Governor of Missouri do hereby proclaim the Week beginning with Sunday, October Twenty-second, Nineteen Hundred and Thirty-three, to be observed as Missouri Education Week.

I ask that the citizens of the State meet in the schools of their respective districts and communities in order that they may become better acquainted with school work, learn more about the serious educational problems of the State and devise ways and means for improving the Public School system of their communities and of the entire State. These things should be done to the end that the childhood and youth of the State may receive the necessary training for successful and effective living as citizens of Missouri.

GUY B. PARK,
Governor.

Jefferson City, Mo.
October 9, 1933

GOVERNOR PARK'S MESSAGE

Excerpts Bearing on Education and Revenue

At one o'clock, p. m., on October 17, 1933, Governor Guy B. Park in delivering his message to the joint assembly of Senate and House, called in extraordinary session, recognized the need for larger support of education and recommended action to obtain more adequate school funds in the following language:

"It is my opinion that under existing conditions and while property values are low and lands and buildings have become a liability to their owners, property should be relieved of taxation for state general revenue purposes and the burden shifted to where it can be more easily borne. It is apparent that with the duty confronting you of raising \$333,000.00 per month for Emergency Relief, with a deficit in the state treasury and collections steadily decreasing that you are face to face with the unpleasant task of devising ways and means of raising additional revenue.

"It must not be overlooked, in making estimates of the amount needed, that one-third of all sums raised from general revenues is set aside for school purposes. This leads me to observe that our public school system, in Missouri, is badly crippled—and in some instances almost demoralized, for lack of sufficient funds to properly function; and, while I realize that during the years of former prosperity, extravagances were often practiced in school affairs, yet we must not forget how essential it is that the youth of Missouri should have the opportunity to obtain education. There is no investment of public funds that will bring greater returns than in the training and education of those who, in a few years, will control the destinies of our State and Nation. It is our duty to neglect our schools. By neglecting our schools we are neglecting our future. School officials should not cooperate with every her department of Government in effecting her department of Government in effecting economies."

ADVOCATES GENERAL SALES TAX

"With a full realization that a general Sales Tax has its objectionable features—as have all systems of taxation yet devised—I am nevertheless constrained to advise that, as an emergency measure and limited to the period of emergency a general Sales Tax be by you adopted. It should be inclusive and only the products of the farm, where sold by the original producer, should be excepted. It should not be required or permitted to be absorbed

by the vendor. There is no more reason why the wholesaler or merchant should be required to absorb this Tax than that it should be paid by the lawyers or doctors or any other single group of people. The amount of this Tax should be no more than enough to meet the need. It should be used only to care for the poor and distressed, relieve property of State Taxes until property again becomes productive of income, and for the relief of the school. In one view, such a Tax is equitable in that all who buy, pay. The argument that it puts a burden on the poor is not without merit, but it should not be forgotten that the main purpose of the monies raised is to relieve the poor. Two classes of people who receive the benefit and protection of Government and contribute little to it in the way of Taxes will be reached. Persons of large wealth with all their investments in Tax exempt securities and those of small salaries or wages who are not home owners. The most specious argument against using the Sales Tax to relieve property of taxation is that it takes the tax off of those able to pay and puts it on those not able to pay. The hundreds and thousands of Missourians who have lost their farms and homes under foreclosure during the past few years, who have been unable to derive enough revenue from their property to pay their taxes, and who have been forced to deny themselves the very necessities of life, will be slow to believe they are able to pay.

"The merchant who now honestly objects to a sales tax, will not longer protest when he understands that its purpose is charity and relief and he is but the collector for the State of monies to be used to care for his stricken neighbors and friends and former customers and to educate his and their children.

"Sacrifice, in these dark days, is the synonym of patriotism. Those who have been kind enough to lend their assistance in obtaining that data from which to form estimates of revenue that may be expected from a 1% general Sales Tax are of the opinion that approximately \$9,000,000 will be produced and that the cost of collection will be nominal. Taking this figure as a basis, it appears that the schools will obtain \$3,000,000 and the remaining \$6,000,000 per annum will be for direct relief and suspending the 5 cent State Property Tax. It might be well to make the levy more than one cent."

WHAT THE STATE WILL OWE EACH COUNTY ON THIS YEAR'S EDUCATION BILL

The following table shows the amount in dollars which the State will lack this year of paying to your county its full quota of state school money for rural and high school districts. This amount of money divided by the present valuation of your county will show your people how much property tax this deficiency is equal to. These facts should be presented to the citizens at every Education Week meeting. These facts constitute an important argument in favor of the State raising sufficient revenue to meet its educational obligation.

Total Deficiency		Total Deficiency		Total Deficiency	
Adair	57,791	Grundy	48,768	Pemiscot	184,175
Andrew	40,788	Harrison	72,874	Perry	32,669
Atchison	40,788	Henry	72,916	Pettis	80,077
Audrain	43,355	Hickory	41,818	Phelps	74,954
Barry	118,372	Holt	46,394	Pike	55,546
Barton	62,957	Howard	32,502	Platte	33,634
Bates	81,388	Howell	97,329	Polk	101,820
Benton	38,468	Iron	37,205	Pulaski	61,996
Billinger	61,635	Jackson	416,427	Putnam	50,119
Boone	93,467	Jasper	239,010	Ralls	30,343
Buchanan	114,806	Jefferson	63,856	Randolph	73,099
Butler	101,617	Johnson	53,435	Ray	61,335
Caldwell	47,536	Knox	63,695	Reynolds	54,656
Callaway	62,817	Laclede	74,107	Ripley	54,622
Camden	50,252	Lafayette	70,491	St. Charles	19,771
Cape Girardeau	92,209	Lawrence	88,824	St. Clair	62,854
Carroll	53,306	Lewis	46,336	St. Francois	110,564
Carter	29,911	Lincoln	46,535	Ste. Genevieve	17,864
Cass	65,255	Linn	85,393	St. Louis	284,491
Cedar	58,828	Livingston	52,884	Saline	61,439
Chariton	67,601	McDonald	74,699	Schuyler	31,098
Christian	76,601	Macon	78,819	Scotland	31,435
Clark	38,895	Madison	44,776	Scott	177,540
Clay	68,760	Maries	32,134	Shannon	59,815
Clinton	38,098	Marion	77,588	Shelby	47,545
Cole	54,959	Mercer	38,915	Stoddard	131,116
Cooper	51,243	Miller	51,244	Stone	63,724
Crawford	58,374	Mississippi	73,109	Sullivan	73,853
Dade	53,423	Moniteau	47,861	Taney	52,706
Dallas	64,328	Monroe	45,938	Texas	114,256
Daviess	54,978	Montgomery	52,883	Vernon	85,877
De Kalb	44,399	Morgan	41,025	Warren	20,208
Dent	47,916	New Madrid	145,927	Washington	55,184
Douglas	74,543	Newton	105,570	Wayne	57,636
Dunklin	174,075	Nodaway	74,492	Webster	71,246
Franklin	80,365	Oregon	68,798	Worth	29,646
Gasconade	46,328	Osage	38,781	Wright	85,489
Gentry	50,981	Ozark	64,199	St. Louis City	432,576
Greene	206,672				

RESOLUTION OF THE AMERICAN LEGION

"WHEREAS, education is a prime requisite to good citizenship and a thorough program of education is even more essential in troubled times like the present than usual, and

"WHEREAS, there seems to be a tendency in some quarters to make educational appropriation carry more than their share of reductions for the sake of economy; therefore be it

"RESOLVED, by The American Legion in its Fifteenth Annual Convention assembled, that it is the sense of this organization that education should be given its proper consideration by legislative bodies and should not be made to bear a major part of the sacrifices for economy."

Faithfully yours,
Russell Cook, National Director

EDUCATION WEEK EXTRA School and Community

THOS. J. WALKER, Editor

E. M. CARTER, Bus. Mgr.

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SOME THINGS TO BE DONE NOW—BY YOU

To Every Missouri Teacher:

This is not a command from someone legally authorized to give you orders. It is, may we hope, a command from a higher authority—your own conscience.

Conscience is calling on every teacher to do everything in his or her power to make (so far as is humanly possible) every parent, citizen and person in each community keenly aware of and awake to the crisis that is now confronting public education in Missouri.

The officers of your State Teachers Association have for the past several months been doing all they can do to gather and disseminate information and to perfect organizations for the purpose of letting the people know just what the conditions of the schools are. These efforts have culminated in setting aside the week of October 22-28 as Missouri Education Week. During this week it is the important duty of each and every teacher to do what he or she can to help make the citizens of Missouri school conscious.

The schools belong to the people. They have the final say as to whether schools are worth supporting, and to what extent. If our legislative body now in special session does anything for the schools it will not be because some one person told some other person to do something, it will be because the people of Missouri in no uncertain terms let it be known that something must be done.

THINGS TO DO NOW

First

Get in touch with your city or county superintendent. Find out what arrangements have been made for the observation of education week in your community.

Second

If arrangements have been made as to the time and place of meeting in your community find out what he wants you to do to make the meeting a success. Be sure he has need for you.

Third

If nothing has been done see to it that something is done immediately. If no one else is taking hold in a way that indicates effective leadership, take the responsibility yourself. Here are the things that should be done in every community. It is a matter for your conscience and if someone else is not at work on the matter, dive in and do the work. Arrange at least one school program open to the public in your community during the week.

Maybe the program should take a simple form like the following:

Singing—America the Beautiful.

Prayer—Local Minister or Church Leader.

Reading of Governor Park's Message (here in printed).

"Missouri Schools Face a Crisis and Why?"—Read from October issue of School and Community by member of P. T. A., other prominent citizen or by a pupil who is a good reader.

"Why and Emergency in Education" from same magazine presented in same way.

Other numbers may be similarly arranged by the use of material suggested on this page.

"Our School Revenue" should have a prominent place on the program. The people should know just how much the State owes your district in school funds for this year which it cannot pay on account of inadequate revenue. Watch the county papers for an announcement of this. If you fail to find it there get it from your county superintendent or district clerk. The amount the State will be unable to pay of its legal obligation to your district will be approximately five times what your district has received from the State this year, not counting free text book money.

Getting Signatures to a Petition to the Legislature—Make this a prominent part of your responsibility. The right to petition is a long cherished right of free peoples.

A copy of the petition is printed herein. Have sufficient number of copies made to make its signing take as little time as possible.

Assign copies to dependable and influential people to be circulated among those who are not present at the meetings. Be sure that they are mailed to E. M. Carter, secretary, or to your county leader as soon as they are filled.

A Publicity Program

Make frequent announcements of time, place and important program features to the schools. Assign it as a duty to each pupil to see that his parents attend the meetings. Select a committee to solicit the attendance of men and women who have no children in the school.

See your preacher, and every preacher in your community. Ask him to preach a sermon on education on Sunday, October 22. He should at least read a pulpit editorial on the value of schools. There are suggestions printed herein for preachers. Clip this and give it to him. You will have other appropriate material to lend him if he desires it.

Be sure that meetings are announced in all churches and Sunday Schools.

Get notice of your meetings in your local newspaper.

SUGGESTIONS FROM YOUR STATE COMMITTEE ON THE EMERGENCY IN EDUCATION

Just now we wish to make the following suggestion:

1. That at least one meeting be held in each rural district in your county during Missouri Education Week.
2. That in all city, town and consolidated schools as many meetings be held as may be necessary.
3. That you arrange for some outside person to speak in each district meeting in your county if such is necessary to adequately cover the situation and to insure the circulation of petitions.
4. That the program of these school district meetings should include (a) reading of the Governor's Proclamation (b) numbers by local pupils with possible some music (c) a general discussion of the needs of the schools of your local district and of the State (d) the circulation of petitions among the people in each district (e) and such other items as you think the program should include. The Governor's Proclamation can also be read at the Sunday Educational Service.

PETITION AND PLEDGE

WHEREAS the economic depression has compelled the State to assume, in the interests of humanity, extraordinary obligations, and

WHEREAS the same causes have reduced State income below the point where normal governmental functions can be maintained, and

WHEREAS no normal obligation of the State is more direly affected or more fundamentally important than is education,

Therefore we, citizens of Missouri, respectfully petition His Excellency, the Governor of Missouri, and the Honorable members of both houses of the General Assembly to make, so far as possible, adequate provision for the meeting of the State's financial obligations, including the obligations laid down in the school laws of the State.

To these ends we pledge them our support in any plan their efforts may devise, except an increase in general property tax.

Name	Post Office	Name	Post Office

NOTE: Copy this on appropriate sized paper. See that no one misses an opportunity to sign. Send to E. M. Carter, Columbia, Mo., immediately when filled.

IMPORTANT ARTICLES HELPFUL FOR

Missouri Education Week

October 22-28, 1933

September, 1933, School and Community

1. "Education and a Century of Progress," Pages 203-4.
2. "Tell Them About It," Pages 205-6.
3. "What the Teachers Can Do to Meet the Educational Crisis and to Hasten Education Recovery," Pages 207-10.

October, 1933, School and Community

1. First Cover Page.
2. "The Teacher's Obligation in this Educational Crisis," Pages 245-6.
3. "Missouri Schools Face a Crisis," Pages 246-7.
4. "Why?," Pages 247-8.
5. "Why an Emergency in Education?," Pages 249-51.
6. "A Crisis that Calls for Additional Revenue for the Schools," Pages 252-3.
7. "Education and Wealth," Pages 254-7.
8. "What is Economy in Education?," Pages 266-7.
9. "A Call to the Teachers of the Nation," Pages 269-70.
10. "Farmers Week Program Gives Prominent Place to Rural Education," Pages 270-2.

Other articles and editorials in these magazines you may find helpful.

YESTERDAY AND TOMORROW

Loyalty to the past, duty to the future, demand intelligent, adequate and continuous support of education.

Yesterday

I hear the drums of yesterday
Beat with a rhythmic thud
Against my greying temples
And thru my cooling blood;
And chants of prophet-voices
From ages past repeat,
"Our wisdom marches forward
On little children's feet."
—T. J. W.

Tomorrow

I saw Tomorrow marching by
On little children's feet:
Within their forms and faces read
Her prophecy complete.
I saw Tomorrow look at me
From little children's eyes;
And thought how carefully we'd teach—
If we were wise.
—Myrtle G. Burger

SOME LOCAL CONDITIONS INDICATED BY COMMENTS OF SUPERINTENDENTS IN HIGH SCHOOL DISTRICTS

Beginning with February, 1933, teachers worked for half salary. None have been paid in full yet.

An agreement was made to pay each teacher \$20 per month and prorate the remainder according to salary.

Contracts have been for only seven payments by warrants, from that on will depend upon the revenue that comes in.

Teachers have agreed to teach full nine months, but will probably receive not more than seven months' pay.

All salaries cut 20% or more for 1933-34. During the last 3 or 4 years they have been cut about 50%.

We have been employed to teach an 8 month term, for all the funds available.

We have cut our pay roll and expenses to meet our curtailed income. Teachers' pay has been cut approximately 40% in two years.

For the year 1933-34 contracts call for salaries of \$40 per month and for an eight month school even though funds should be insufficient to pay said salaries in full.

Teachers gave the last two months warrants back to district. The salaries were cut 50% but we will prorate all above that.

Teachers will receive contract rate of pay until January 1, 1934. After that date the money will be prorated among the teachers, and no warrant will be paid after the end of

the present school year regardless of the amount due teachers on salary, and teachers waive all claim to any back tax after present school year.

Salaries reduced about 25% from last year. About 50% from the peak of 1930.

We have no assurance of being able to hold our school open for more than four months this year. Teachers will have to wait until next August (1934) distribution of State funds to get all their pay for four months. We are trying to "hang on."

The monthly salary ranges from \$40 to \$80 this year and we expect only 3 or 4 months pay under conditions as they are at present.

Length of term indefinite. Based on anticipated revenue probably 7 or 8 months. However efforts are to be made to finish term by charging tuition if no other way presents itself.

Salaries were paid teachers for only five or six months in 1932-33. Teachers for 1933-34 agreed to accept all the available school money for teachers salaries for the year. Estimates made so far show that the average monthly salary per teacher will be about \$25.

Forty per cent in salary reductions, dropped one elementary teacher.

Our teachers were only paid 2½ months salary last year. They worked for 6½ months without pay.

SALIENT POINTS FROM THE FACT FINDING COMMITTEE

Data For Rural Schools

Of the 114 counties asked for data 81 reported.

Of these 66 counties had not by June first paid all their teachers in full for last year's work.

There were at this date 1190 rural districts in arrears to their teachers which represents 22% of all the districts reporting.

The average shortage in salaries for these teachers was two months.

In three of these counties no teachers was paid in full for last year's work.

In many others a majority of the teachers worked without full pay.

Data for High School Districts

There were 42 per cent. of such districts that did not pay their teachers in full.

Of the total number of teachers involved 30% were not paid in full.

The average deficiency in salary payment was two months.

There will be shorter terms in 66 of the districts reporting unless more money is found for the schools this year according to the statements of superintendents.

In these districts local valuations had been reduced about 12 per cent.

The average school levy was 114 cents and slightly higher than last year.

EDUCATIONAL FACTS

By D. C. Rucker

1. The permanent county school funds have greatly decreased since 1927.
2. Approximately 13.8 million dollars of school tax remained delinquent June 30, 1933. This has considerably decreased the local school funds.
3. Ninety-seven per cent of the rural school teachers have contracted to teach for a salary this year which is less than the NRA code set up for unskilled labor.
4. The salaries of the teachers in high schools have been greatly reduced. One-fourth of the teachers have contracted to teach this year for less than \$720.
5. The salaries of the elementary teachers, while slightly higher than those of rural

teachers, are very low for this year. Approximately 30 per cent of the teachers in high school districts averaged two months without pay last year.

7. The assessed valuations from which school revenue for 1933-34 will come has been reduced 13.87 per cent in rural districts and 11.5 per cent in high school districts.
8. Many high school districts contemplate a shortening school term this year.
9. The state will be able to pay only about 25 per cent of the apportionment this year compared to a 45-percent-payment last year.
10. There are more children in school this year than last.

GENERAL CONSUMER'S SALES TAX vs. A PROPERTY TAX

Arguments by the American Taxpayers League.

THE GENERAL PROPERTY tax is an unjust tax. The bulk of the taxes in the State of Missouri are now derived from the general property tax. That tax has persisted through the years only for the reason that it has brought the necessary revenue. Now it has failed to do that, as evidenced by the staggering amount of delinquent taxes, the abandonment of farms and homes, and the poverty stricken condition of our schools. The property tax is failing because of its injustice in taxing only a few. It must be replaced in whole or in part by a more just and a more equitable tax.

A general sales tax, or, as it is sometimes called, a consumer's tax, is more just than the general property tax. The general sales tax is borne by all the people while the property tax is paid by about 20 per cent of the people and in many instances by those who can least afford it. The general sales tax is productive of revenue even during a business depression. It has been adopted by eighteen (18) States and has been introduced and is being favorably considered in many more.

Some of the chief advantages of a general sales tax over a property tax are these:

Does Not Confiscate Property

1. A general sales tax does not confiscate property. It is a small tax in which all the people participate and the consumer pays at the time the purchase is made. At present a small percentage of the people pay a large proportion of the property taxes and under the excessive burden, the taxes become delinquent. A general sales tax does not permit anyone to become delinquent with his taxes. He pays as he goes.

Taxes According to Ability

2. The general sales tax rests upon the ability to spend and, therefore, encourages economy and thrift. It is self-assessing and self-graduated. The cost of assessing is eliminated and the cost of collecting is minimized.

Tax Is Not on Special Classes

3. The general sales tax does not tax the products of the farm sold by the farmer, but only the things which the farmer buys at the store. Furthermore, the general sales tax does not place a burden upon the farmer, the manufacturer, the jobber, the wholesaler or the retailer. The tax is paid by the consumer on sales over the counter from day to day and collected by the retailer.

An Unoccupied Source

4. A general sales tax for Missouri would provide an unoccupied source of revenue. Missouri has no such tax at present although some of its municipalities have. It would be folly to attempt to raise sufficient revenue for our local, county and state functions by increasing the general property tax, which is already in a state of collapse. Unless the State occupies this source of revenue the Federal Government is likely to extend its system to include sales taxes.

Gives Direct Relief to Rural Sections

5. Direct relief could be given by the general sales tax to the rural sections. Statistics indicate that all other forms of taxes, federal, state and local, could be eliminated with a 5 per cent sales tax. A general sales tax of 2½ per cent would replace 50 per cent of all state and local taxes. A levy of 1 per cent would finance the new school law in full with some revenue to spare, and at that rate each person

in Missouri would pay only on an average of a few dollars per year. It is not the purpose of a general sales tax to increase the cost of government but to shift the burden of its support to those who are not now paying their just share.

A Painless Tax

6. A general sales tax is a painless tax. When taxes are allowed to accumulate for the entire year the taxpayer may, through losses suffered, be unable to pay the tax when due. On the other hand, the sales tax is added to and included in the price of the article at the time it is purchased. Payment of the tax is made in proportion to the amount consumed. The ability to spend measures the ability to pay the tax and persons with larger incomes naturally spend more than persons with small incomes. The person able to buy the large expensive automobile is able to pay a greater tax than the purchaser of a small inexpensive car. St. Louis and Kansas City now have general sales taxes, yet very few within their borders know that these taxes exist. Our state income tax law would still be effective.

Increases Tax Base

7. A general sales tax would increase the tax base. More persons would be paying taxes to support the necessary governmental functions. Practically 100 per cent of the adult population would become taxpayers. Assuming that persons with small incomes should pay a considerable portion of the sales tax, our graduated income tax law would operate to secure larger sums from those having large incomes after the sales tax has been paid by all.

Taxes Transient Population

8. The general sales tax requires the transient population to pay. The transient as a rule owns no property in Missouri and is not taxed here. Many communities in Missouri receive substantial support from tourists and other transients who come from without the State who enjoy the advantages of the natural resources of the State without contributing to its upkeep. A small general sales tax is the only fair method by which this contribution can be made by the transient population. Some of our neighboring states have passed sales taxes and Missourians contribute to these States while traveling there. Let the people of those States also contribute to the State of Missouri through the general sales tax.

A Large and Constant Source of Revenue

9. A general sales tax provides a large and constant source of revenue. When all the people of this State become taxpayers even at a very small rate the accumulated revenue will be large. Because of the fact that the general sales taxes are collected on purchases of all products when bought by the consumer the tax will be much more nearly uniform from year to year than the revenue within the other form of tax. All persons within the State are consumers while only a few pay income taxes even in normal times. Revenue from incomes and the taxes on real estate and farm lands may decrease to a small amount but there must be consumption of all commodities with payment of the tax when the commodities are consumed.

Does Not Discriminate Between City and Country

10. The general sales tax does not discriminate between the city taxpayer and the rural taxpayer. Sometimes property taxes require

rural inhabitants to pay too large a share and sometimes require city property to pay more than it can stand. Under the general sales tax each person is treated alike on his ability to spend, but the fact that the bulk of collections would come from the cities because of the larger population does not mean that the city people are paying the tax, because all people buy in the city.

Has Proved Satisfactory

11. Opponents of a general sales tax frequently change their attitude toward it, after seeing the tax in operation. A 2 per cent general sales tax has been operative in Mississippi since May 1, 1932. Recently 586 retail dealers were asked the questions, "Did you favor the sales tax when the bill was before the legislature?" and "Do you now favor the tax?" The result was that originally only 186 favored the proposal, whereas 420 now favor it.

Stabilizes Income

12. The adequate support of the public schools depends upon a stabilized flow of revenue. Taxation systems everywhere have gone to pieces because of the inadequate and unjust general property tax. We are attempting to support a modern form of government on an ancient and outworn system of taxation. The system will not work. A general sales tax is a certain revenue producer, is comparatively easy to administer, makes taxpayers of the entire population, and provides the taxpayer with an easy and convenient method of day by day payments. The general sales tax as at present operated in other states and in some of our municipalities makes the burden so easy that very few people realize they are paying the tax.

(Signed) AMERICAN TAXPAYERS ASSOCIATION.

SUGGESTIONS FOR MINISTERS AND OTHER PUBLIC SPEAKERS

CHURCHES AND SCHOOLS are co-workers for a more abundant life. To the churches the school owes its origin. In the school the church finds its strongest ally in its work for a better world wherein dwelleth righteousness.

October 22-28 has been designated as Missouri Education Week by the Governor at the request of The Missouri State Teachers Association, The American Legion, The American Federation of Labor and The Parent Teacher Association. It is highly desirable that the week be begun on the highest plane and among the best people which the community affords. We, therefore, request that you make education prominent in your services on Sunday, October 22, by either preaching a sermon on schools, or by reading a pulpit editorial on the subject.

We take the liberty of offering the following suggestions to you with the understanding of course that you feel free to use or discard them as your own good judgment dictates.

SUGGESTIONS

The Situation—

The enemies of tax supported schools are quick to take advantage of the depression as their best opportunity to destroy public education.

Proposals that parents be required to pay privately and individually for the high school education of their children comes from journalists and legislators of high standing. In some parts of the country, the parents have been compelled already to do this and thousands of children are not in high school because the public has refused to pay the bill and their parents cannot pay it.

Chambers of Commerce have in some instances, the United States Chamber of Commerce in particular, assumed this attitude. Bankers, such as the officials of the Federal Land Bank of Omaha, have been so bold as to suggest wholesale reduction of rural school opportunities. They prefer that our resources stand first for the payment of interest on their loans; when the welfare of children and the future of our country get in the way of interest, they are not slow to decide in favor of the shekels and against the child.

The overtaxed property owner, farmer, business man, and general public, being unable to reduce his federal, state or county tax, has often in utter desperation consented to the reduction of the only tax over which he has any direct control, namely, his school tax. However, even in these hard times, the citizen has, taking the state as a whole, voted to increase his tax for public schools.

The state government has reduced its contribution to public schools during the last year by fifty percent. Last year, it paid to the school fund of the various localities less than half of the State's legal obligation. This year the payment from this source will be not more than one-fourth of its obligation.

Property values as expressed in assessed valuations have slumped materially and the tax base for local support is very much decreased. Delinquency has increased and has been encouraged by money lenders who advise that interest be made a prior claim to taxes, or that their private gain be considered before public weal.

Unemployment, the prohibition of child labor, the felt need for more education, and the shortening of the hours of labor have put more people into our schools than ever before.

In nearly every community there are tragic cases of boys and girls being denied their inherent right to adequate preparation for a useful life. In many communities this denial extends to practically all the children. We are permitting the seed corn of the nation to be destroyed.

The church, the family, the nation which takes the best care of its young to-day is the church, the family, the nation which will find itself in the happiest condition tomorrow. The Great Teacher said, "It were better that a mill stone be tied about your neck and that you be cast into the sea than that you should offend these my little ones."

The school is becoming more and more a place to take care of the mental, spiritual and physical needs of children. Mind, character, and health each has or should have a prominent place in every schoolroom.

When Missouri fails in her obligations to childhood, she is failing in the most fundamental of all obligations. She is defaulting in mind, character and health. She is committing suicide as surely as if she were casting herself into the sea with a mill stone tied about her neck.

The Remedy—

Meet the demands of the school law. We have a very adequate school law. It provides that when a community makes a reasonable effort to support its school and is not able by that effort to maintain a foundational program set up by the state as a minimum the State will make up the deficit. This law would, if it were lived up to, give to each child an elementary and a high school opportunity. The trouble is that the State passed the law, recognized its obligation, but failed to make adequate financial provisions to meet the bill. Last year it paid less than one-half of its obligation, this year it will pay not more than one quarter of it.

The State's delinquency has thus placed a heavier burden on the local tax resources than they can carry. The State as a whole has recourse to methods of raising money which the local community cannot use.

It is the obligation of Missouri's citizens through its Legislature now in special session to see to it that new sources are tapped sufficiently to meet the reasonable demands of education.

We cannot plead poverty. Missouri has long boasted of her vast resources. She still has them. She is building roads at a rate never before equaled. Her people are finding according to press reports \$2,550,000 a month to spend for a new product, beer. This is in excess of our present monthly expenditure for all the public schools of the State. Money thus spent finds its way to many places outside the State. Money spent for schools has a peculiar stay-at-home habit. Janitors, teachers, builders who receive nearly all of the money spent for school spend nearly all of it at home. It finds its way to the butcher, the baker, to the property owner, to the church, to the merchant and really helps the whole community.

The general sales tax is being used in many states as an emergency tax to tide states over this period of depression. Where it is large enough as it is now in nearly all the State using it, it is passed directly to the consumer. This prevents profiteering on the tax and has the added advantage of keeping each purchaser aware of the fact that he is paying a tax.

Some of the arguments usually used for this tax are:

It is productive. It furnishes immediate results. It is easily and economically collected. It being but a small part of each purchase offers no resistance to buying. It taxes many people who without it pay no taxes whatever. It makes possible the lowering of property tax.

The chief argument against it is that it taxes the poor disproportionately heavy. It would seem, since the rich pay so many taxes which the poor do not pay at all, such as income, inheritance, franchise and excess profits taxes, that this argument loses some of its weight.

YOUR STATE COMMITTEES

STATE COMMITTEE ON EMERGENCY IN EDUCATION

Superintendent W. F. Knox, State Chairman, Jefferson City.

Northeast Missouri Teachers Association District: Superintendent Lloyd W. King, Monroe City, Member and Director.

Central Missouri Teachers Association District: Co. Superintendent C. F. Scotten, Sedalia, Member and Director.

Southeast Missouri Teachers Association District: Superintendent W. H. Lemmel, Flat River, Member and Director.

Southwest Missouri Teachers Association District: Superintendent Ray Hailey, Ava, Member and Director.

Northwest Missouri Teachers Association District: Superintendent Fred Keller, Tarkio, Member and Director.

South Central Missouri Teachers Association District: Co. Superintendent C. A. Baldwin, Vienna, Member and Director.

St. Joseph Teachers Association District: Superintendent F. H. Barbe, St. Joseph, Member and Director.

Kansas City Teachers District: Principal J. A. Robeson, 4147 Montgall, Kansas City, Member and Director.

St. Louis Teachers Association District: Principal P. J. Hickey, Madison School, St. Louis, Member and Director.

E. M. Carter, Executive Secretary of Committee, Columbia, Missouri.

FACT-FINDING COMMITTEE

A. G. Capps, University of Missouri, Chairman, Columbia.

W. W. Carpenter, University of Missouri, Columbia.

D. C. Rucker, State Dept. of Education, Jefferson City.

T. E. Vaughan, State Teachers Association, Columbia.

LET'S MAKE IT 100% EVERYWHERE

Every county and town in the State should have 100% membership in the Missouri State Teachers Association this year. Thousands of Missouri teachers are already members. From present indications, the enrollment this year will exceed 21,000.

Let's cooperate 100% strong with the Governor and the General Assembly in getting more revenue for the education of the boys and girls of Missouri. In the midst of the fight is no time to quit.



Nine Points

FOR CONSIDERATION

1 Education as social insurance. Education is the right of childhood. It is the best insurance of national integrity and safety and the best preventive of social disintegration. Nevertheless, thousands of children have already been seriously injured by unwise curtailments, and many schools are now being threatened with financial starvation. School authorities have a duty to the state of Missouri to enter a solemn protest against unwise or destructive retrenchment in education.

2 Responsibilities of schools increased by President Roosevelt's policies. We commend President Roosevelt's efforts to eliminate child labor in industry through the formation of Industrial Codes. The acceptance of these codes have, however, created an immediate need for more schools and more teachers to take care of the thousands of boys and girls released from forced employment.

3 Responsibility of the 1933 Legislature. The Constitution of the state of Missouri places upon its Legislature the responsibility for the education of Missouri's children.

While the Legislature of 1933 made sporadic efforts to rehabilitate the rapidly vanishing State School Funds and to finance more fully Missouri's legal obligations to public education, it nevertheless failed to do so. We may reasonably attribute a large share of the blame for this failure to the bewildering chaos that existed during those befuddling months of closed banks, and panic stricken people.

Now with the promise of clearer economic skies and with the conditions of the schools more generally realized, we may hope that in Special Session these men may be able to see the schools' dire needs and to give to them more adequate, purposeful, and effective consideration.

4 The denial of educational privileges to the children of the poor. The curtailment of educational opportunities will most seriously affect the children of the poorer families and thus tend to increase the handicaps placed on these children. It is urged that all proposed retrenchments in the educational program be reviewed from the viewpoint of the probable effect on the training of those children whose parents are not sufficiently prosperous to supplement by private instruction the work of the public schools.

5 Crime increase. The shut-down of hundreds of schools, after being able to operate for terms of only three to six months, will increase the amount of crime and delinquency

among the thousands of children thus deprived of the care and training of the school. Citizens should seriously consider the tremendous cost and danger to the state of a criminal class, and should cooperate in efforts to prevent an increase of delinquency and crime among juveniles.

6 Obligations of the teaching profession. Teachers are under a heavy responsibility to protect the welfare of children. It is urged, therefore, that teachers give an increased amount of time to the furthering of those activities that will bring about a better informed public in order to insure financial support for a program that provides equal educational opportunities for all children regardless of the social and economic status of their parents.

7 Publicity needs of education. The quality, scope, and support of education in any community bears a direct relation to the degree of enlightenment of public opinion. Skillful and secret manipulation of public opinion by minority interests frequently interferes with the natural development of a favorable attitude toward schools. It is therefore the civic duty of school boards, teachers, and organizations interested in public welfare to serve the children by informing the public of the work of the schools, of the true facts with regard to school costs, and of the effects of proposed changes.

8 Support of professional organizations. Teachers should give increased support to professional organizations since these are committed to a program of advancing the interests of children. We urge that teachers become active in explaining to the public the purposes of professional organizations, since these are now being grossly misrepresented by individuals who hope to advance selfish and political ambitions through such misrepresentation.

9 Exposure of motives of opponents of public education. Public school expenditures, activities and objectives are being systematically attacked by certain individuals and by certain organizations claiming to represent the interests of the public. Any individual or any organization undoubtedly has the right to advocate changes in public expenditures and policies. It is, however, equally the right of the public to know the source of the funds used for campaigns and the real motives underlying campaigns against public education. The friends of public education should demand full exposure of the motives underlying these attacks.

—Adapted from Michigan Ed. Jour.